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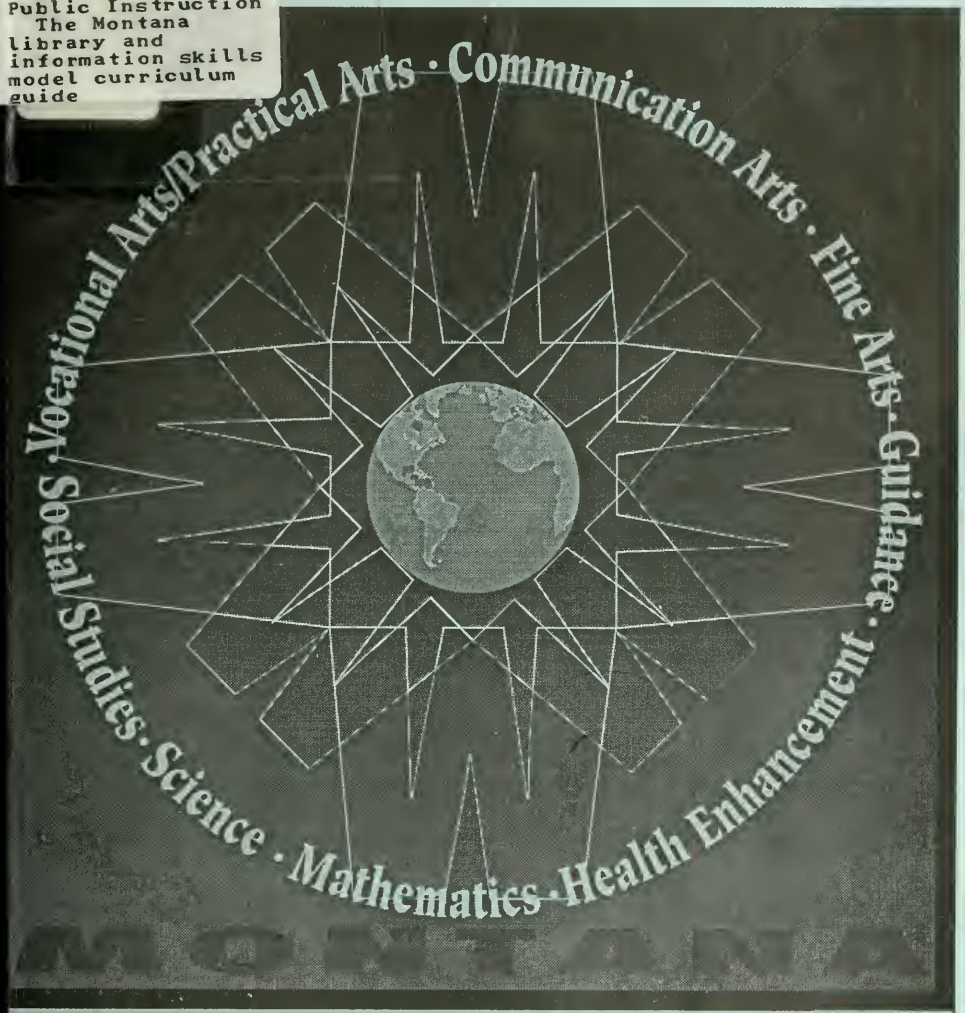
The Montana library and information skills model curriculum guide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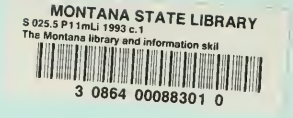
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The Montana Library and Information Skills Model Curriculum Guide

Office of Public Instruction
Nancy Keenan, Superintendent

Lorrie Monprode-Holt, Library Media Specialist
Linda Vrooman Peterson, Division Administrator
Nancy Coopersmith, Administrator
Department of Accreditation and Curriculum Services

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Nancy Keenan, Superintendent
State Capitol
Helena, Montana 59620

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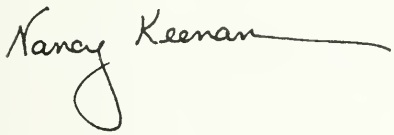
Foreword

At this time, I am delighted to introduce the Montana Library and Information Skills model curriculum. In 1989, the Montana Accreditation Standards provided the focus for the improvement of instruction through the development of curricula and assessment. This document is the direct result of Montana's continued commitment to excellence in education.

The process of library and information skills curriculum development ought to begin with the key question, "Why do we think library and information skills are a fundamental part to the educational process for the future adults of the 21st century?"

Central to library and information skills education is the development of critically thinking lifelong learners who can participate effectively as members of local, state, national, and international communities. Creating people who engage fully in life through the use of skills in communication, decision making, critical thinking, and problem solving, is of paramount importance to the future of our society. The school, together with the community, must design curricula so that education can take place beyond, as well as within, the school setting.

This curriculum was not the work of a few, but rather the collaborative effort of professionals from all regions of Montana who devoted their time and expertise to this project. I would like to thank the team of writers in particular and the library community of Montana as a whole for their contributions in developing this library and information skills model curriculum.



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BIBLIOGRAPHY

Library and Information Skills Curriculum 101

Library and Information Skills Curriculum Writing Committee

Dale Alger, Library Media Specialist,
Central Elementary School, Roundup

Kathy Branaugh, Library Media Specialist,
Gardiner Public Schools.

Vicki Gale, Library Media Specialist,
Lodge Grass High School

Julanne Gauger, Library Media Specialist,
Clancy Public Schools

Brandy Howey, English Teacher and Library Media Specialist,
Hinsdale Public Schools

Libby Kuntz, Library Media Specialist,
Harlem High School

Dorothy Laird, County Superintendent,
Flathead County, Kalispell

John Meckler, Library Media Specialist,
Plains Public Schools

Bunny Morrison, Library Media Specialist,
Skyview High School, Billings

Shelly Pelc, Library Media Specialist,
Four Georgians School, Helena

Michael Schulz, Librarian,
Western Montana College, Dillon

Lorrie Monprode-Holt, Chair, Library Media Specialist,
Office of Public Instruction, Helena.

Library and Information Skills Mission Statement

The purpose of the library and information skills curriculum is to encourage students to access and assimilate information. This curriculum model also recognizes the importance of literacy and technology. It provides guidelines for a collaboratively planned, integrated program that will support and enrich all areas of the school curriculum.

Collaborative planning between teachers, library media specialists, and students is most effective when districts promote flexible access to the library media center. A districtwide research plan will enhance students' information seeking skills.

At all grade levels, the information problem-solving process begins in the classroom/content area and is then integrated with the library media program and center.

This model provides the following components which will help create an effective school:

- **Collaborative Planning**
- **Problem-Solving Process**
- **Research Planning Guide**
- **Literacy Program**
- **Technology Statement**
- **Assessment Strategies**

How to Use This Model

Each component in this model addresses a specific need. Included in this document are models for:

- **Collaborative Planning**
- **Problem-Solving Process**
- **Research Planning Guide**
- **Literacy Program**
- **Technology Statement**
- **Assessment Strategies**

In the collaborative planning component, there are sample step-by-step guides to help teachers and the library media specialist plan and develop teaching units.

The problem-solving process provides a method for effective schools to integrate library media programs across the curriculum.

The research planning guide provides a plan for the six-step method to assure successful research at all grade levels.

The literacy program provides ideas to promote reading, listening and viewing.

The technology statement addresses the importance of technology and provides suggestions for its implementation.

The assessment strategy provides a method to evaluate each component of this curriculum model.

Section III

Collaborative Planning Process

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Collaborative Planning Process

A. Collaborative Planning

Collaborative planning is a concept that involves the entire school in a cooperative, integrated process that unites the classroom with the resources available through the library media center. The purpose of collaborative planning is to develop units that encourage the transfer of knowledge by effectively integrating library media center activities with other learning experiences.

As an integral part of daily teaching and learning activities, a partnership between teachers and library media specialist must exist to have effective schools. Administrative support is necessary to incorporate cooperative planning across the curriculum. Teamwork, communication and clearly defined roles are vital to a successful collaborative program.

All members of the school staff should share the common goal of helping every student become an autonomous learner. Students learn best when they can relate present learning to past knowledge and experience. Teaching skills in an integrated manner rather than in isolation produces students who are better able to function effectively in tomorrow's world.

Collaborative planning is most effective when time is provided for teachers and the library media specialist to mutually plan units.

It is also important to allow time for resource gathering so that the needed materials will be available for the students. Collaborative planning is most productive when the library is available on a needs basis rather than a fixed schedule.

The integration of information skills across the curriculum offers an exciting challenge for teachers, library media specialists and students.

Library media specialists can contribute to a collaborative program by:

★ participating in the planning and implementation of the school's curriculum,

★ providing instruction in accessing, evaluating, and communicating information,

★ selecting a collection of resources and services appropriate to meet the needs of the students and curriculum,

★ cooperating with teachers in planning, teaching, and evaluating,

★ teaching information skills as mutually agreed upon by teacher and library media specialist, and

★ extending students' interests and skills beyond the traditional subject areas of the curriculum.

Teachers can contribute to a collaborative program by:

★ cooperating with the library media specialist in planning, teaching, and evaluating units,

★ contributing an understanding of students' learning needs and level of knowledge,

★ providing content area expertise,

★ offering specific knowledge of the curriculum, and

★ teaching content area as mutually agreed upon by teacher and library media specialist.

What the Teacher brings to the Planning Process	What the Library Media Specialist brings to the Planning Process
★ knowledge of students	★ knowledge of resources
★ knowledge of content areas	★ knowledge of information skills

Good planning and communication between the library media specialist and teacher result in:

- ★ teaching students to transfer and apply knowledge and information skills
- ★ encouraging cooperation across content areas
- ★ designing and producing instructional materials for specific learning applications
- ★ selecting additional materials to meet instructional objectives
- ★ maximizing the use of school resources to the best possible effect for students
- ★ encouraging positive, successful learning experiences for all students

B. Assessing the Collaborative Planning Process

Assessment is an important component of an effective school. Administrators and library media specialists can assess the collaborative planning process by asking and answering the following questions:

- ✓ Does the district have a collaborative planning process?
- ✓ Are teachers, specialists and administrators involved in a collaborative planning process?
- ✓ Are all participants' roles clearly defined?
- ✓ Does the school schedule allow time for collaboration?
- ✓ Does the process address all content areas of the curriculum?
- ✓ Does the school climate encourage cooperative and harmonious relationships contributing to effective collaboration?
- ✓ Does the collaborative process enhance collection development and lead to increased and more appropriate uses of resources?
- ✓ Does the process improve overall educational effectiveness in the district? Should the process be continued, expanded, revised or eliminated?

C. Samples of Collaborative Planning Guides

A collaborative program requires joint planning time by teachers and the library media specialist. Goals and objectives, content of instruction, and different personalities will influence the planning process. A condensed planning guide should be used as teachers and the library media specialist become more familiar with the collaborative planning process. Following are step-by-step planning guides that can be used as teaching units are planned.

A sample unit assessment tool is included.

Collaborative Planning and Teaching as Process

The Goal . . . Integration

- Collaboration is essential to integration of information skills with curriculum.
- LMS and teachers need a common understanding of information skills.
- Information skills/literacy means the ability to intellectually access, process and use information for problem solving and decision making.

The Framework

- provides maximum efficiency and effectiveness with the planning process,
- is useful for collaboration, solo planning, student independent study,
- ensures a focus on the student perspective,
- ensures the integration of information skills and/or reading/literature,
- facilitates structuring resource-based learning experiences, and
- fosters success in learning (i.e., increases individual attention to student).

The Partners

- Teacher brings: curriculum and student needs
- LMS brings: suitable resources and integration strategies

The Difference

- LMC Program
- Parallel Approach
- Collaborative Approach

Carol Ann Haycock

Collaborative Planning and Teaching

These discussion questions facilitate the collaborative planning process for maximum efficiency and effectiveness.

Time Frame?

1. WHY are we doing this?
   - Goal . . . rationale or purpose
2. WHAT concepts and skills do we want students to learn?
   - Learning objectives . . . curriculum-related objectives
     information skills objectives
3. HOW will the student GATHER (EXTRACT) information?
   - Physical access (locate)
   - Intellectual access (extract)
4. HOW will the student RECORD information?
5. HOW will the student PROCESS/ORGANIZE information?
6. HOW will the student PRODUCE his/her findings?
7. HOW will the student be EVALUATED?
   - Ongoing monitoring (process)
   - Criteria for product
   - Self-evaluation

The Human Resources Development Group
Carol Ann Haycock
Trainer and Staff Development Consultant
296 - 810 West Broadway
Vancouver, BC Canada V5Z 4C9
Tel: (604) 322-8725
Fax: (604) 322-6236

SAMPLE COLLABORATIVE PLANNING GUIDE

Subject:_____ Topic:_____

Grade:_____ Number of Students:_____

Starting Date:_____ Completion Date:_____

1. How will students choose the topics?

2. What resources will students require?

3. What information skills will students need?

4. How will students present their information?

5. How will students and the process be evaluated?

6. a. Teacher Responsibilities

   b. Library Media Specialist Responsibilities

SAMPLE CROSS-CURRICULAR PLANNING GUIDE

Initiating Teacher: _____ Date: _____

Additional Curricular Area Teachers: _____

Topic: _____

Materials Required: _____

Starting Date: _____

Completion Date: _____

1. Goals:
2. Objectives:
    a) Concepts
    b) Skills
3. Unit Development:
    a) Time allotment
    b) Unit content
    c) Teaching strategies
    d) Learning activities
4. Information Skills Required:
5. Evaluation:
    a) Student
    b) Cross-Curricular Plan

SAMPLE COLLABORATIVE PLANNING GUIDE

Teacher: _____

Subject/Grade Level: _____

Number of Students: _____

Starting Time: _____ Completion Time: _____

Unit Goals: _____

Teacher's Responsibilities	Library Media Specialists Responsibilities

Content Area Objectives	Information Skills Objectives	Evaluation

D. Assessing a Collaborative Unit

Assessment is an important component of an effective school. Library media specialists and teachers can assess a collaborative unit by answering the following questions:

- ✓ What worked well in this unit?
- ✓ What media center materials were most helpful?
- ✓ What materials were not available? What items should be added to the collection?
- ✓ How well did students respond to library media center activities and materials?
- ✓ How well did the library media center staff, facilities, and equipment function?
- ✓ How well did the media center collection fulfill the unit objectives? (Rate 1-5 with 5 being excellent.)

  ___diversity of formats (books, audiovisual)

  ___recency of materials

  ___relevance of collection to unit needs

  ___reading/viewing/listening levels meet students' needs

- ✓ Was sufficient time available for cooperative planning?
- ✓ Was sufficient time available for the library media specialist to gather appropriate materials?
- ✓ Was sufficient time available for the library media specialist to work with students?
- ✓ Was sufficient time available for the teacher and library media specialist to work together?

Suggestions for improvement:

Section IV

Problem-Solving Process

A. What is it? The Big Six Skills 17

B. Examples of the Problem-Solving Process 21

C. Assessing the Problem-Solving Process 25

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Problem-Solving Process

A. What is it? The Big Six Skills

Throughout their lives students are faced with numerous information problems. It is essential they learn a process that will lead them to be independent, discriminating, lifelong users of information.

This curriculum model implements a problem-solving process as a framework for acquiring knowledge. The process involves using, interpreting, and finding meaning in information from a problem-solving perspective. The process is sequential and should be introduced at developmentally appropriate levels. A process approach ensures a consistent approach to information gathering while tailoring activities to individual needs and abilities.

It is necessary for effective schools to implement a problem-solving process in order to integrate library instruction into the curriculum. The library media specialist will work in partnership with teachers and the administrator toward integrating the library media program into daily teaching and learning activities.

Successful integration requires:

- ✓ analyzing and evaluating curriculum activities from a problem-solving perspective,
- ✓ recognizing when the steps in the process and the curriculum intersect,
- ✓ providing consistent opportunities for students to apply skills,
- ✓ stating objectives clearly for students and teachers,
- ✓ promoting awareness of the process and incorporating research skills, and
- ✓ clarifying the scope of assignments and abilities of students.

This process is most effective when used in a districtwide research plan so students understand that the problem-sovling process is transferable and consistent.

The library media specialist needs to work with administrators to ensure that adequate funding is available to keep the collection current and meet the changing needs of the instructional program.

The model used in this document incorporates concepts from Curriculum Initiative: An Agenda and Strategy for Library Media Programs by Michael B. Eisenberg and Robert E. Berkowitz. The process, known as the "Big Six Skills Approach," involves a systematic approach to information problems based on Bloom's taxonomy of educational objectives in the cognitive domain.

THE BIG SIX SKILLS

I. TASK DEFINITION

—determining the purpose and need for information

II. INFORMATION SEEKING STRATEGIES

—examining alternative approaches to acquiring the appropriate information to meet defined needs

III. LOCATION AND ACCESS

—locating information sources and information within sources

IV. USE OF INFORMATION

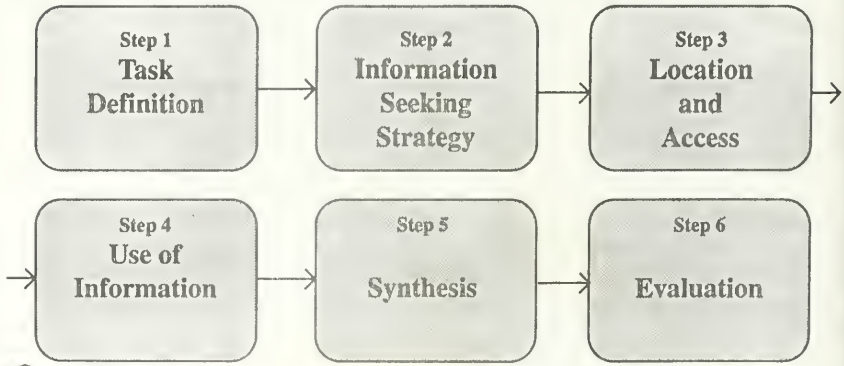
—using a source to gain information

V. SYNTHESIS

—integrating information drawn from a range of sources

VI. EVALUATION

—making judgments based on a set of criteria



Each step in the process has three levels of complexity which encourage higher-level thinking and sophistication of research skills.

THE PROBLEM-SOLVING PROCESS

LEVEL I

The broadest level at which to consider information problems is to recognize that an information need exists. At **LEVEL I** students are taught to identify when they have a need for information and, therefore, have an information problem.

GOALS OF LEVEL I:

- to teach students to identify that there is a problem
- to teach students to realize that information problems are best solved systematically and logically
- to teach students to recognize the information aspects of problems, tasks, and decisions

LEVEL II

Students continue the process in **LEVEL II** when they identify an information problem AND apply the problem-solving steps to solve it.

GOALS OF LEVEL II:

- to introduce the six steps
- to define the problem-solving steps
- to follow the systematic process to solve information problem

LEVEL III

At **LEVEL III,** higher-level thinking skills are addressed by incorporating a series of questions based on Bloom's taxonomy. Students learn to identify the problem, apply the problem-solving steps AND assess whether the need was met at each step.

GOALS OF LEVEL III:

- to give students a series of questions to focus their research
- to teach students to assess whether the need has been met and the problem answered

LEVEL III: COMPONENTS OF THE BIG SIX SKILLS

Components	Questions
I. Task Definition	
Define the problem.	What is the problem to be solved?
Identify the information requirements of the problem.	What information is needed in order to solve the problem?
II. Information Seeking Strategies	
Determine the range of possible sources.	What are all possible sources of information?
Evaluate the different possible sources to determine priorities.	What are the best of all the possibilities?
III. Location and Access	
Locate sources (intellectually and physically).	Where are these sources?
Find information within sources.	Where is the information within each source?
IV. Use of Information	
Engage (read, hear, view) the information within a source.	What information does the source provide?
Extract information from a source.	What specific information is worth applying to the task?
V. Synthesis	
Organize information from multiple sources.	How does the information from all sources fit together?
Present information.	How is the information best presented?
VI. Evaluation	
Judge the product (effectiveness).	Was the problem solved?
Judge the information problem-solving process (efficiency).	Was the process effective? Was the product appropriate to the task?

B. Examples of the Problem-Solving Process

The problem-solving process must be understood as an interrelated three-level approach. Students should be aware of which level they are using and how the levels build on each other as they learn to move through the cognitive learning domain.

Action is the key to successful implementation of the library and information skills program. Students, library media specialists and teachers are collaboratively engaged in the development of units designed to teach information problem-solving skills.

Following are examples based on the problem-solving process ranging from: Level I (the general skill of information problem solving) to Level II (the Big Six Skills) to Level III (specific components of the Big Six Skills).

Examples for Level I: Information Problem Solving

When faced with an information need, students can use a systematic, problem-solving process.

- There will be an emergency drill.
- There will be a science test on Tuesday.

Examples for Level II: The Big Six Skills

1. **Task Definition:** determine the purpose and need for information.
   - There will be an emergency drill. (Why do we need to have emergency drills? What type of emergency?)
   - There will be a science test on Tuesday. (Exactly what will be on the test?)
2. **Information Seeking Strategies:** examine alternative ways to acquire information to complete defined tasks.
   - How can we find out more information? What could be the possible sources? Who could we ask?
   - How can we find out what will be on the test? Who can we ask? What can we check?

3. **Location and Access:** locate information sources and information within sources.

    - Find relevant material in pamphlets. Ask a teacher. Interview an emergency service technician. View a video.

    •• Find your class notes. Look up relevant chapters in text. Check assignments with a classmate.

4. **Use of Information:** use a source to gain information.

    - Read pamphlet. Listen to teacher and resource person. Watch a video.

    •• Study notes. Read text chapters. Exchange notes with a friend.

5. **Synthesis:** integrate information drawn from a range of sources.

    - Make a wall chart on emergency drill procedures. Make emergency kits for classroom. Talk about emergency drills to other classes.

    •• Make an outline. Paraphrase what's been read. Study with a friend.

6. **Evaluation:** make judgments based on a set of criteria.

    - Are we prepared for an emergency? Were the methods we used to prepare the best ones?

    •• Am I prepared for the test? Did I do well on the test? Was the method I used the best one?

For each activity, the appropriate level of instruction is determined by students' needs and degree of proficiency. When designing an instructional unit, it must be determined whether students:

- will learn new skills.
- will review previously taught skills.

Examples for Level III: Components of the Big Six Skills

1. **Task Definition**

   1.1 Define the problem

   - Will I have enough credits to graduate and get into college?
   - •• Did Rodney King receive a fair trial?

   1.2 Identify the information requirements of the problem

   - Find out how many credits in what areas are required for graduation? What credits are required for the college of my choice.
   - •• Will need to gather facts about the case. Understand that information gathered will have to be screened for accuracy and evaluation as to reliability of source.

2. **Information Seeking Strategies**

   2.1 Determine the range of possible sources

   - School/state graduation requirements. Your transcripts.
   - •• Newspapers, news broadcasts, magazine articles, court/trial records.

   2.2 Evaluate the different possible sources to determine priorities

   - Decide which will be more accurate for your needs. (If you are going to college . . .)
   - •• Which of the sources are going to be the most factual.

3. **Location and Access**

   3.1 Locate sources (intellectually and physically)

   - Go to the school office and request the information. Go to the library.
   - •• Find the needed sources in library or through interlibrary loan. (Use various resource guides.)

   3.2 Find information within sources

   - Use the table of contents. Scan the documents for the information that you require.
   - •• Skim, use indexes.

4. **Use of Information**

   4.1 Engage (read, hear, view) the information in a source

   - Read pertinent sections.
   - Read, view, play chosen informational sections.

   4.2 Extract information from a source

   - Take notes for later use.
   - Record, note needed information.

5. **Synthesis**

   5.1 Organize information from multiple sources

   - Chart requirements of college and school.
   - Put note cards from multiple sources in a local order.

   5.2 Present information

   - Discuss findings with your guidance counselor.
   - Report findings to the class.

6. **Evaluation**

   6.1 Judge the effectiveness of the product

   - Did I find the information that I needed?
   - Did I answer the question that I had?

   6.2 Judge the efficiency of the problem-solving process

   - Could I have done this in another way?
   - State what you would do differently next time?

For each activity, the appropriate level of instruction is determined by students' needs and degree of proficiency. When designing an instructional unit, it must be determined whether students:

- will learn new skills.
- will review previously taught skills.

C. Assessing the Problem-Solving Process

Assessment is an important component of an effective school for it is through assessment that it can be determined if needs have been met. Library media specialists can assess the problem-solving process by asking and answering the following questions.

- ✓ Is there a districtwide problem-solving process?
- ✓ Has the content area curriculum been analyzed and evaluated to determine where the problem-solving process intersects?
- ✓ Is this process developmentally appropriate and sequential?
- ✓ Do library media specialists and teachers work in a partnership to integrate the problem-solving process into daily teaching and learning activities?
- ✓ Are students able to find information and material to meet their instructional and personal information needs?
- ✓ Can students organize, analyze, and interpret information?
- ✓ Can students evaluate information to reach conclusions?
- ✓ Does the districtwide process enhance information problem solving? Should the process be continued, expanded, revised or eliminated?

D. A Hands-on Guide to Research Planning

A problem-solving process is most effective when used in a districtwide research plan. Individual school districts are encouraged to adopt or create a research plan that is appropriate to the needs of that district. Plans for research can be applied at each step of the "Big Six Problem-Solving Skills" and will ensure conformity in research procedures if used districtwide.

The model used in this document incorporates concepts from Brainstorms and Blueprints: Teaching Library Research as a Thinking Process by Barbara K. Stripling and Judy M. Pitts and Taxonomies of the School Library Media Program by David V. Loertscher.

A school district's research plan will be implemented by a series of research projects jointly planned and cooperatively taught. Advanced planning will ensure availability of materials.

Goals for a research plan are to:

- Select and narrow a topic
- Plan direction of research
- Locate sources
- Identify and record information
- Prepare and make a presentation
- Evaluate the project and the process

At the elementary level, independence is not expected. The teacher provides and monitors instruction. At this level, the process of research, rather than the final product, should be the main focus.

At the secondary level, students cannot be expected to be totally independent but can be expected to perform more complex tasks. Clear expectations are needed and further instruction is required for sophisticated skills.

I. Task Definition

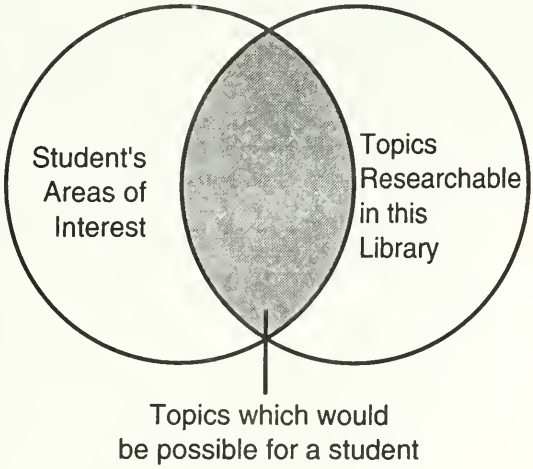
✓ What is problem to be solved?

✓ What information is needed?

Choose broad topic
Narrow topic
Develop statement of purpose
Formulate questions to guide research

✓ Techniques for defining the task

- brainstorm broad topics
- use clustering to focus the topic
- use webbing to determine related topics
- narrow the topic based on
  - —availability of materials
  - —scope of assignment
  - —ability level of student
- establish reason for research
- list possible sources
- determine type of information needed
- record research questions



II. Information Seeking Strategies

✓ What are all possible sources?

✓ What are best sources?

Plan for research
Determine possible sources
Assess which resources will be useful

✓ Techniques for seeking information

- establish timeline for project completion
  —include checkpoints
- involve community resources
- consult databases, card catalog, indexes
  —inter-library loan
  —reference materials
  —periodicals
  —audiovisual sources
  —fiction and non-fiction books
  —cross references
- refer to bibliographies
- assess the suitability of the source
  —skim table of contents
  —skim the index
  —recognize that copyright date can indicate
  - usefulness of information
  —analyze reading levels to judge suitability
  —assess qualification of the author
  —assess reputation of the publisher or producer
  —determine accuracy of information
  —determine accessibility of the source

III. Location and Access

✓ Where are the sources?

✓ Where is the information within each source?

Locate and scan suitable materials
Select materials to use

✓ Techniques for locating and accessing
- library orientation
- inter-library loan process
- scan information
- use contextual clues
  - —bold headings
  - —subheadings
- read captions, charts and graphs
- use table of contents
- use index
- gather information
  - —field trips
  - —interviews
  - —surveys
- narrow sources to the most suitable

IV. Use of Information

✓ What information does the source provide?

✓ What specific information is worth applying to the task?

Choose suitable information
Record information
Cite sources

✓ Techniques for using information

- review information in regard to statement of purpose
- read critically
  - —recognize fact vs. opinion vs. value claims
  - —determine accuracy of facts by comparing sources
  - —distinguish bias from reason
    - -bigotry
    - -misinformation
  - —recognize fallacies in arguments and reasoning
  - —consider point of view
- analyze sources for appropriateness, usefulness and recency
- identify key words, phrases
- record information
  - —notetaking
  - —photographing, video taping, etc.
- identify or infer relationships among data
  - —patterns
  - —similarities and differences
  - —cause and effect
  - —part vs. whole
  - —change over time
- paraphrase
  - —discuss plagiarism
  - —reinforce copyright restrictions
- summarize
- compile bibliography

V. Synthesis

✓ How does information fit together?

✓ How is information best presented?

Determine format for presentation
Choose organizational design
Organize information

✓ Techniques for synthesizing information

- determine format for presentation best suited to topic
- recognize logical sequence of information
- recognize subtopics as parts of wholes
- sort information into logical groupings
- organize information into format suitable for
  - —presentation
    - -outline
    - -storyboard
- prepare for presentation
  - —compose sentences from key words
  - —group sentences into paragraphs
  - —edit inappropriate or less significant information
  - —determine audience
  - —prepare introductory and closing statements
  - —prepare graphics, diagrams, charts
  - —plan presentation
- proofread or view

VI. Evaluation

✓ Was the problem solved?

✓ Was the product appropriate to task?

✓ Was the process effective?

Present information
Evaluate product
Evaluate process

✓ Techniques for evaluation

- Written format
  - —statement of purpose was satisfied
  - —topic was covered adequately
  - —structure was organized
  - —essay format was followed
  - —information was clearly presented
  - —presentation format was best suited to topic
- Oral format
  - —statement of purpose was satisfied
  - —topic was covered adequately
  - —structure was organized
  - —voice control was clear
  - —demonstrated the ability to respond to questions
  - —presentation format was best suited to topic
- Visual format
  - —statement of purpose was satisfied
  - —topic was covered adequately
  - —structure was organized
  - —technical skills were sufficient
  - —creativity was demonstrated
  - —presentation format was best suited to topic
- Student self-evaluation
  - —final product
  - —process

Research Planning Glossary

Checkpoints—points, built into an assignment, at which the student working independently through the research strategy must check in with the teacher or library media specialist to ensure satisfactory completion of a step in the strategy. This permits the teacher to provide direction, encouragement, and individual review and/or instruction. Checkpoints also help to clarify the steps in the plan, as checkpoints are at the end of each step.

Finger Rule—a means by which students can quickly evaluate the suitability of reading level. The student chooses a "typical page" and reads, recording the number of unknown words on fingers of the hand. If three "problem words" are found, the student should question the usefulness of the material. This method is not meant to limit access but a means of independent readership guidance.

Notetaking—the recording of key words or key phrases in the student's own words to the greatest extent possible.

Outlining—based on a web, or a combination of a web and notes, an outline provides a guide for drafting, paragraphing, and editing a report, essay, or oral presentation.

Research Plan—a concrete, sequential plan to follow in implementing a problem-solving process.

Research questions—questions posed by the student or teacher to focus the direction of their research. Questions are formulated before the research begins.

Scanning—perusing materials to decide on suitability by looking at such things as tables of contents, headings, subheadings, indexes, and reading level.

Skimming—quick reading of appropriate sections of material, looking for key words related to the web topics and subtopics. More detailed reading of significant sections following skimming.

BRAINSTORMING

Brainstorming is a pre-research activity to help the student establish the scope of research and develop some areas of inquiry which will be appropriate. In brainstorming, the student is asked or asks, "What kinds of things should I find out about this topic?" All possibilities are recorded.

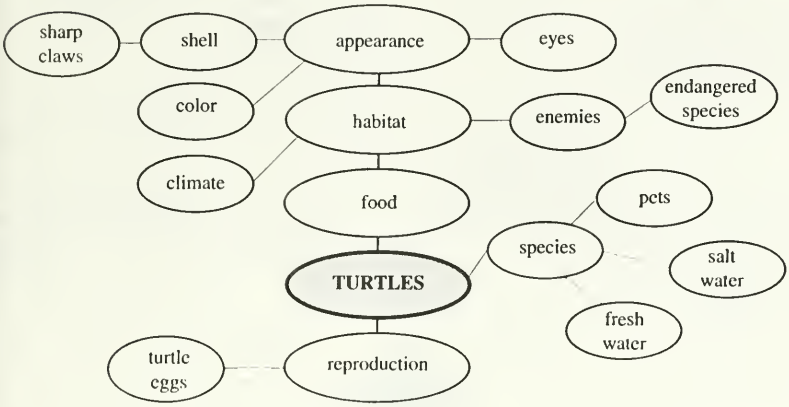
"What kinds of things would I like to know about turtles?"

What do they eat?
What different types of turtles are there?
Do turtles make good pets?
Do turtles have natural enemies?
Are turtles an endangered species?
How do turtles reproduce?
Where do turtles live?
Why do turtles have shells?
Why do turtles have sharp claws?
What colors are turtles?
Why do turtles have funny-looking eyes?
How big do turtles get?
Do turtles live in fresh water or salt water?

Clustering

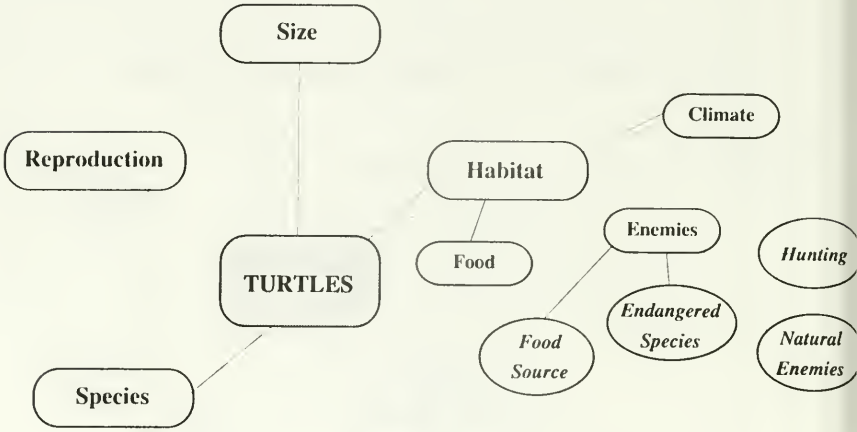
Clustering is the intermediate step between brainstorming and webbing in which the student groups ideas from the brainstorming session in logical clusters in order to provide a focus for research. Clusters become subtopics on the web.

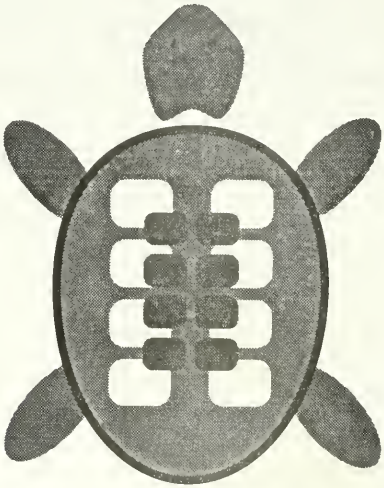
Students put their topic in a circle near the center of the page. Ideas about the topic radiate from that nucleus.



Webbing

Webbing is a technique for establishing clear goals for research by defining and limiting the direction the research takes. The web becomes the student's guide to locating significant information. It is also helpful in writing outlines, as the web is a research outline.





Outlining

LEVEL I—format is provided to students by teacher or library media specialist

LEVEL II—a simple outline is developed as a group activity, based on a web. The next stage is, as a group, to develop an outline format to the subtopic level, then allow students to work independently to add details to the outline in logical order.

I. **Topic** (Turtles)
- A. **Subtopic** (Species)
  - 1. **Detail** (Fresh water)
  - 2. **Detail** (Salt water)
- B. **Subtopic** (Habitat)
  - 1. **Detail** (Enemies)
  - 2. **Detail** (Food)
  - 3. **Detail** (Climate)
- C. **Subtopic** (Size)
  - 1. **Detail** (Weight)
  - 2. **Detail** (Length)

LEVEL III—Students develop an outline independently, following a given standard format and basing the outline on a combination of the revised web and notes.

I. Topic
- A. Subtopic
  - 1. Detail
    - a. Additional detail
    - b. Additional detail
  - 2. Detail
- B. Subtopic
  - 1. Detail
  - 2. Detail
    - a. Additional detail
    - b. Additional detail

II. Topic
- A.
  - 1.
    - a.
    - b.
  - 2.
- B.
  - 1.
  - 2.
    - a.
    - b.

Developing a Statement of Purpose
(Stripling and Pitts)

STATEMENT OF PURPOSE: A simple statement of what you want to accomplish with your research.

Example: I plan to research the statistics and causes of teenage suicide and describe possible solutions.

QUESTIONS TO GUIDE RESEARCH :

1. **Overview information/statistics/definitions**

   Example: What are important suicide statistics?

2. **Background/Causes /Reasons**

   Example: What causes teenagers to commit suicide?

3. **Effects/solutions /recommended changes**

   Example: What could be done by adults to prevent suicide?

YOUR STATEMENT OF PURPOSE :

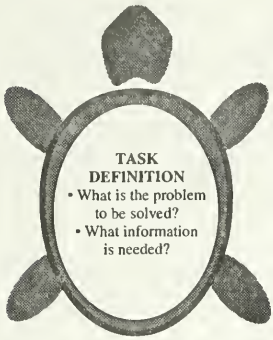
QUESTIONS TO GUIDE YOUR RESEARCH : (Try to write two questions in each category. Make sure your questions cover each part of your statement of purpose.)

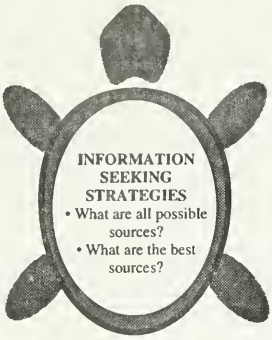
1. **Overview information/statistics/definitions**
2. **Background/causes/reasons**
3. **Effects/solutions/recommended changes**

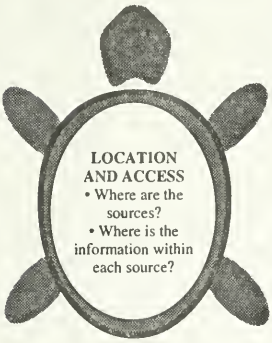
Model Research Process—Visual Format

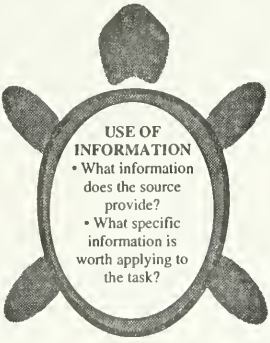
The problem-solving approach will be effectively implemented if it is highly visible and easily accessible. Transferring the Big Six Skills to charts which are hung around the classroom and library media center, will reinforce using the process.

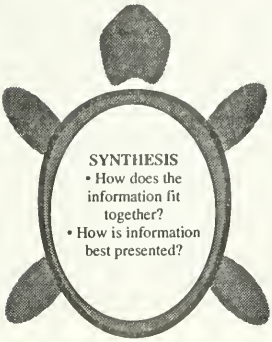
The example below is in keeping with the turtle theme used throughout the model.

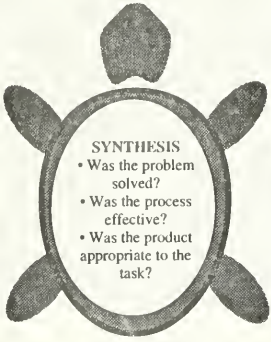












Student Model Research Process Handout

Students need to know the process involved in obtaining information to solve their problem before they begin their research.

Depending upon the grade level, the steps may need to be modified to enable students to complete the research process.

Task Definition

1. Determine the problem.
2. Determine what information is needed to solve the problem.

Information Seeking Strategies

1. Determine what sources are available.
2. Determine how to locate the sources.
3. Determine which database to search.

Location and Access

1. Scan the information.
2. Determine where the information is within the source.
3. Determine if source is suitable.

Use of Information

1. Determine if the information is relevant to solving the problem.
2. Record information and cite sources.
3. Determine alternative resources.

Synthesis

1. Determine if the information fits together.
2. Organize the information.
3. Determine how to present the information.
4. Determine format—written, oral or visual.

Evaluation

1. Determine if the problem is solved.
2. Determine if the process is effective.

Student Self-Evaluation

1. What does this project say? Give a one-sentence summary.

2. How did the project make you feel about the subject?

3. Are the points effectively supported with research? Give examples.

4. What part of your project was most successful? Why?

5. What part of your project was least successful? Why?

6. What part of the process was most effective in developing the final product? Why?

7. What part of the process was least effective in developing the final product? Why?

8. What could be done to improve the weaknesses in the process?

9. How effective was your presentation?

   (not effective) 1 2 3 4 (very effective)

10. How effective was the process?

    (not effective) 1 2 3 4 (very effective)

11. How interesting was this project?

    (dull) 1 2 3 4 (interesting)

Section V
Literacy Program

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C. Assessing the Literacy Program 52

Literacy Program

A. Literacy—What is it?

"Literacy goes far beyond the traditional definition of 'being able to read and write.' By necessity, literacy implies the ability to survive in an information age, an age which is predicated upon the constantly changing environment in which information and ideas are presented."[1] Promoting a love of reading and the ability to critically view and interpret information in a variety of media formats are of equal significance to retrieving and assimilating information in the information and library skills curriculum. Reading is the foundation of quality library media center programming, and now visual literacy must be addressed in an age of the information explosion and electronic delivery systems.

Reading Literacy

Completing the three levels of the literacy component of this curriculum will reverse the movement of our society toward aliteracy (having the ability to read, but choosing not to.)

All readers should be guided toward assuming responsibility for their own learning. Asking questions, raising problems, and being encouraged to think critically and positively, while increasingly accepting responsibility for one's own learning, are important steps toward maturity. In effective schools, having ready access to books is successful in promoting independent reading and learning.

As proficiency develops, reading should be thought of as integral to learning across the curriculum rather than as a separate subject.

Students are encouraged to read for the sake of enjoyment and enrichment. Children of every age and ability should spend time enjoying extended silent reading. When student interest is piqued, they should seize the opportunity for spontaneous, independent inquiry by further exploration.

Teachers should promote a love of reading and an appreciation of literature. There is no substitute for a teacher who reads good stories to children. It whets the appetite of children for reading and provides a model of skillful oral reading. It is a practice that should continue throughout the grades.

[1] Caissy, Gail A. "Curriculum for the Information Age." LEARNING CONNECTIONS: GUIDELINES FOR MEDIA AND TECHNOLOGY PROGRAMS, North Carolina Department of Public Instruction. Bob Etheridge, State Superintendent. January 1992. Page 1.

Library media specialists will involve students in literature and reading with the opportunity to be advised about reading in an unstructured, informal setting. We should flood students with great literature to develop lifelong reading habits

Media Literacy

The goal of the media literacy curriculum is to encourage students to read, analyze, evaluate, and produce communications in a variety of formats. The purpose is to empower students at an early age to understand mass media and how it works so that they may control this aspect of their lives.

Students must become aware of the role media plays in their lives in terms of how they use it and how much they use it. In order to be in control of viewing, students need to understand basic media formats. They will not be overwhelmed by advertising if they understand what it is, how it works, and how to evaluate it fairly.

Professional advertisers use expertise, technology, money and media access to persuade viewers. Students can better cope with organized persuasion by recognizing why it is communicated. Following are six techniques which advertisers use to promote their products:

1. **Repetition**—repeating a song, visual image, etc., will imprint it on the memory of the viewer.

2. **Association**—linking the idea with something the viewer desires or fears intensifies the persuasion.

3. **Composition**—how the media is put together influences the message sent to the viewer. Patterns, variations in sequence, arrangement and proportion add to the force of images.

4. **Omission**—omitting information limits communication. It serves to edit, slant or bias the final product.

5. **Diversion**—diverting attention away from key issues by intensifying non-related or trivial side issues.

6. **Confusion**—deliberately making things complex and chaotic so people are unable to understand, comprehend or make reasonable decisions.

This media literacy component is based on concepts from Media and You: An Elementary Media Literacy Curriculum by Donna Lloyd-Kolkin and Kathleen R.Tyner.

The literacy component of this curriculum model is based on a three-level process. Each level builds upon the previous level and concepts become increasingly sophisticated.

The promotion of literacy and motivation of students must be a first priority. Motivation is crucial to successful experiences with and internalization of information.

Each level of the model can and should be attained at every grade level. Application of one level of the model without the others will result in a diminished experience.

The models used in this document incorporate concepts from Taxonomies of the School Library Media Program by David V. Loertscher and "Making Media Work For Kids" by Margaret Kernan.

Promote (motivate)	Expose (experience)	Appreciate (internalize)

LITERACY

LEVEL I

Fundamental to every literacy experience should be promotion of the material and motivation of the student.

GOALS OF LEVEL I:

- to read, listen and view for pleasure
- to understand the role of author, illustrator, publisher, and/or producer

LEVEL II

After the material has been promoted and the student is motivated, exposure to a variety of information in a variety of formats occurs.

GOALS OF LEVEL II:

- to recognize the importance of multi-culturalism
- to recognize the importance of gender equity
- to understand materials are available for curriculum support and personal interest
- to experience a variety of genre
- to understand the elements of literature

LEVEL III

At LEVEL III, higher-level thinking skills are addressed when the student is able to relate his/her personal life and interests to the information presented.

GOALS OF LEVEL III:

- to expand on literacy experiences
- to reflect on literacy experiences
- to create a literacy experience for someone else
- to present a literacy experience
- to evaluate a literacy experience

B. Components

1. Reading

EXAMPLES OF PROMOTIONAL READING

Five principles to guide the library media specialist in motivational reading programs are:

1. Involve **PARENTS** in the motivational reading program.
2. See that EVERY child is **READ TO EVERY DAY**--K-12.
3. Have a period of **SUSTAINED SILENT READING** on a regular basis.
4. Flood children and young people with **GOOD BOOKS.**
5. Use many and varied techniques to interest and involve young people in reading and **DON'T GIVE UP.**

EXAMPLES OF PROGRAMS TO PROMOTE READING

Library media specialists and teachers should participate in programs which promote reading. Following are five examples of some of the reading programs which can be used successfully:

1. **YOUNG READERS' CHOICE AWARD** and **TREASURE STATE AWARD.**
2. Office of Public Instruction and Montana State Library **SUMMER READING PROGRAM.**
3. **LOCAL BUSINESS** sponsored reading programs.
4. **READING OLYMPICS** program.
5. **NATIONAL PROGRAMS** sponsored by the American Library Association, the Children's Book Council, and the National Council for Teachers of English. Such programs include National Library Week, National Children's Book Week, Library Media Month, The Year of the Reader, and many other celebrations.

2. Listening

LISTENING IS HARD WORK. GOOD LISTENING SKILLS WILL:

- ✓ **STIMULATE** the imagination
- ✓ **ENHANCE** communication and verbal skills
- ✓ **ENHANCE** sensitivity to language and nuances of sound
- ✓ **RECOGNIZE** bias learning

3. Viewing

VIEWING IS A MULTISENSE MODE OF LEARNING. GOOD VIEWING SKILLS WILL:

- ✓ **FOSTER** visual perceptual skills
- ✓ **DEVELOP** parallel processing
- ✓ **STIMULATE** the learning process
- ✓ **RECOGNIZE** bias learning

When listening and reading are combined, cognitive skills develop. However, when listening and viewing are combined, different skills are required. A GOOD reader is often a GOOD listener. A GOOD listener is often a GOOD reader. A GOOD viewer may not be a GOOD listener or reader.

Features of Media

LISTENING: Information is presented sequentially in a linear fashion and is processed through auditory senses.

ENHANCES:

- sequential and analytic thinking
- imaginativeness
- skilled use of language

VIEWING: Information is presented simultaneously in a parallel fashion and is processed through visual and auditory senses.

ENHANCES:

- parallel processing
- sensory "thinking" and experiencing
- wholistic and right brain activity

INTERACTIVE: Information is presented simultaneously in a multidimensional fashion and is processed through visual, auditory, and kinesthetic senses.

ENHANCES:

- multidimensional processing
- eye/hand/mind coordination
- sensory experience
- wholistic and right brain activity

Taking Charge!!

A Media Log

INSTRUCTIONS: Keep a log of the programs you watch. Identify each program according to which category it best fits: entertainment / information. Next, make a list of other things you like to do, or need to do (e.g., practice shooting baskets, write your pen pal, organize your closet or desk, read a magazine, article, etc.). Then prioritize your TV programs, from least important to most important information. Save some programs at the top of your list for you to watch.

Keep this list handy and refer to it. See what a good feeling of accomplishment you can get when you choose to take active charge of your life and get some things done you haven't gotten around to!

Programs					
Day	Program	Time	Priority	Type	Substitute Activities

Media Literacy Glossary

MEDIA LITERACY is the ability to analyze, evaluate and produce communication in a variety of forms.—The Trent Think Tank on Media Literacy, Toronto, 1989.

MEDIA EDUCATION refers to teaching about media when you teach with media, i.e., teaching students to think critically about all media information, from textbooks to television.

CRITICAL VIEWING essentially means to be an active viewer; term often used to define questioning techniques used in media education when teaching with and about television and film; means to think about what you're watching and where it came from while you glean the information it presents. **IT STRESSES KNOWLEDGEABLE USE OF TELEVISION RATHER THAN BLIND ACCEPTANCE OR MILITANT DISTRUST OF IT.**

MEDIA LITERATE PERSON can describe the role media plays in their lives in terms of how they use media and how much. They understand various media and enjoy its use in a deliberately conscious way. They are in control of their media experiences.

"If audiences begin to choose their media less automatically and more intentionally, those cumulative acts of choice will ultimately change the nature of our media environment."

—Elizabeth Thoman

C. Assessing the Literacy Program

Assessment is an important component of an effective school. Library media specialists can assess the literacy program by asking and answering the following questions.

- ✓ Does the school promote literacy through various motivational strategies?
- ✓ Does the school schedule provide time for reading for pleasure and information?
- ✓ Are students able to read, listen and view critically?
- ✓ Are students involved in literature and reading with the opportunity to be advised about reading in an unstructured, informal setting?
- ✓ Are students guided toward assuming responsibility for their own learning?
- ✓ Do students have access to a wide variety of quality print and nonprint materials?
- ✓ Do students have an understanding of the pleasures and rewards of becoming lifelong learners?
- ✓ Does the literacy program effectively reverse aliteracy? Should the component be continued, expanded, revised or eliminated?

Section VI

Position Statements

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Position Statements

A. Position Statement on Technology

Today's educator functions in a technology-rich environment. Access to information and ideas is greatly improved through the use of information and instructional technologies. These existing and emerging technologies have changed the direction of and added a unique dimension to instructional delivery. These new technologies promise an exciting future.

Along with the wonders of these developments, however, several pitfalls exist. Educators can be overwhelmed by technological advancements that are exploding on the market at a fantastic rate. Also, the high cost involved in these advancements is a barrier to their inclusion in some schools. Use is further hampered by technophobia, the reluctance of people to use technology.

For the greatest benefit, schools should establish technology planning teams to assess the effective use of technology appropriate to the school. Because of their unique training in evaluation, selection and management, library media specialists must play a key role as team members in the process.

Library media specialists face numerous challenges in the implementation of technology. They must meet changing needs, plan for and anticipate new developments and be proactive in regard to new technologies. They must assume the responsibility of providing instruction for students and staff members in the optimal use of technology. Even though budgets may be small and little media equipment may be available, the specialist must work toward the inclusion of new technologies.

B. AASL Position Statement on Flexible Scheduling

Schools must adopt the educational philosophy that the library media program is fully integrated into the educational program. This integration strengthens the teaching/learning process so that students can develop the vital skills necessary to locate, analyze, evaluate, interpret, and communicate information and ideas. When the library media program is fully integrated into the instructional program of the school, students, teachers, and library media specialists become partners in learning. The library program is an extension of the classroom. Information skills are taught and learned within the context of the classroom curriculum. The wide range of resources, technologies, and services needed to meet students' learning and information needs are readily available in a cost-effective manner.

The integrated library media program philosophy requires that an open schedule must be maintained. Classes cannot be scheduled in the library media center to provide teacher release or preparation time. Students and teachers must be able to come to the center throughout the day to use information sources, to read for pleasure, and to meet and work with other students and teachers.

Planning between the library media specialist and the classroom teacher, which encourages both scheduled and informal visits, is the catalyst that makes this integrated library program work. The teacher brings to the planning process a knowledge of subject content and student needs. The library media specialist contributes a broad knowledge of resources and technology, an understanding of teaching methods, and a wide range of strategies that may be employed to help students learn information skills. Cooperative planning by the teacher and library media specialist integrates information skills and materials into the classroom curriculum and results in the development of assignments that encourage open inquiry.

The responsibility for flexibly scheduled library media programs must be shared by the entire school community.

THE BOARD OF EDUCATION endorses the philosophy that the library media program is an integral part of the district's educational program and ensures that flexible scheduling for library media centers is maintained in all buildings and at all levels.

THE DISTRICT ADMINISTRATION supports this philosophy and monitors staff assignments to ensure appropriate staffing levels so that all teachers, including the library media specialists, can fulfill their professional responsibilities.

THE PRINCIPAL creates the appropriate climate within the school by advocating the benefits of flexible scheduling to the faculty, by monitoring scheduling, by ensuring appropriate staffing levels, and by providing joint planning time for classroom teachers and library media specialists.

THE TEACHER uses resource-based instruction and views the library media program as an integral part of that instruction.

THE LIBRARY MEDIA SPECIALIST is knowledgeable about curriculum and classroom activities, and works cooperatively with the classroom teacher to integrate information skills into the curriculum.

American Association of School Librarians
American Library Association
50 East Huron Street
Chicago, Illinois 60611
(312) 944-6780

C. AASL Position Statement on Appropriate Staffing for School Library Media Centers

The success of any school library media program, no matter how well designed, depends ultimately on the quality and number of the personnel responsible for the program. A well-educated and highly-motivated professional staff, adequately supported by technical and clerical staff, is critical to the endeavor.

Although staffing patterns are developed to meet local needs, certain basic staffing requirements can be identified. Staffing patterns must reflect the following principles:

1. All students, teachers, and administrators in each school building at all grade levels must have access to a library media program provided by one or more certificated library media specialists working full-time in the school's library media center.

2. Both professional personnel and support staff are necessary for all library media programs at all grade levels. Each school must employ at least one full-time technical assistant or clerk for each library media specialist. Some programs, facilities, and levels of service will require more than one support staff member for each professional.

3. More than one library media professional is required in many schools. The specific number of additional professional staff is determined by the school's size, number of students and of teachers, facilities, specific library media program components, and other features of the school's instructional program. A reasonable ratio of professional staff to teacher and student populations is required in order to provide for the levels of service and library media program development described in *Information Power: Guidelines for School Library Media Programs.*

All school systems must employ a district library media director to provide leadership and direction to the overall library media program. The district director is a member of the administrative staff and serves on committees that determine the criteria and policies for the district's curriculum and instructional programs. The director communicates the goals and needs of both the school and district library media programs to the superintendent, board of education, other district-level personnel, and the community. In this advocacy role, the district library media director advances the concept of the school library media specialist as a partner with teachers and promotes a staffing level that allows the partnership to flourish.

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American Library Association
50 East Huron Street
Chicago, Illinois 60611
(312) 944-6780

D. AASL Position Statement on the Role of the School Library Media Program

The school library media program is not only integral to and supportive of the school curriculum, but also provides a mechanism for choice and exploration beyond the prescribed course of study. The school library media program provides a wide range of resources and information that satisfy the educational needs and interests of students. Materials are selected to meet the wide range of students' individual learning styles. The school library media center is a place where students may explore more fully classroom subjects that interest them, expand their imagination, delve into areas of personal interest, and develop the ability to think clearly, critically, and creatively about the resources they have chosen to read, hear, or view.

The school library media center provides a setting where students develop skills they will need as adults to locate, analyze, evaluate, interpret, and communicate information and ideas in an information-rich world. Students are encouraged to realize their potential as informed citizens who think critically and solve problems, to observe rights and responsibilities relating to the generation and flow of information and ideas, and to appreciate the value of literature in an educated society.

The school library media program serves all of the students of the community—not only the children of the most powerful, the most vocal or even the majority, but all of the students who attend the school. The collection includes materials to meet the needs of all learners, including the gifted, as well as the reluctant readers, the mentally, physically, and emotionally impaired, and those from a diversity of backgrounds. The school library media program strives to maintain a diverse collection that represents various points of view on current and historical issues, as well as a wide variety of areas of interest to all students served. Though one parent or member of the school community may feel a particular title in the school library media center's collection is inappropriate, others will feel the title is not only appropriate but desirable.

The school library media center is the symbol to students of our most cherished freedom—the freedom to speak our minds and hear what others have to say. I urge that the decision of this board be one which reaffirms the importance and value of the freedom to read, view, and listen and sends a message to students that in America, they have the right to choose what they will read, view, or hear and are expected to develop the ability to think clearly, critically, and creatively about their choices; rather than allowing others to do this for them.

American Association of School Librarians
American Library Association
50 East Huron Street
Chicago, Illinois 60611
(312) 944-6780

Information and Library Media Skills

DEVELOPED BY THE MONTANA LIBRARY ASSOCIATION

Appendix A

School Library Media Center Goals

The goals of Montana school library media centers are to enable students to read, listen and view critically; to learn effective ways to find information and material to meet their unique needs; to organize, analyze, interpret and reach conclusions based on information; and to integrate information across content areas.

Information Access and Utilization Learner Goals

Location Skills

Primary: The student shall possess beginning skills to identify and locate print and nonprint materials in the library media catalog.

Intermediate: The student shall be able to locate materials which fulfill assignments and satisfy personal interests.

Upon Graduation: The student shall be able to access print and nonprint materials effectively and efficiently for individual and group needs.

Reference

Primary: The student shall understand the term "reference" and have beginning skills to use basic reference sources such as dictionaries and encyclopedias.

Intermediate: The student shall show knowledge of basic reference sources: for example, encyclopedias, dictionaries, almanacs, atlases, periodical indexes, subject encyclopedias, subject dictionaries and databases.

Upon Graduation: The student shall be able to identify, locate and use basic and specialized reference sources and databases.

Research

Primary: The student shall be able to select a topic and find information on that topic.

Intermediate: The student shall be able to:

1) Gather, analyze, select and use materials;

2) Select a topic, find a variety of information sources on that topic, and then evaluate, paraphrase, summarize, synthesize and present the information in a new form while citing sources;

3) Begin to evaluate print and nonprint media for accuracy, relevance and bias.

Upon Graduation: The student shall be able to:

1) Apply critical thinking and problem-solving skills in selecting, evaluating and using information.

2) Select a topic, find a variety of information sources on that topic, then evaluate, summarize, synthesize, and present the information in a new form while citing sources.

3) Evaluate print and nonprint media for accuracy, relevance and bias.

Community Resources

Primary: The student shall be able to identify people in the community as sources of information.

Intermediate: The student shall be able to identify sources of information in the community.

Upon Graduation: The student shall be able to identify community resources and access information networks and other resource centers.

Media Utilization Learner Goals

Use in a Variety of Settings

Primary, Intermediate and Upon Graduation: The student shall utilize print and nonprint media in various settings as sources of information and entertainment.

Competency with Technology

Primary: The student shall handle and use equipment, such as cassette recorders and computers appropriately.

Intermediate: The student shall show increasing competency in utilizing the technology appropriate and available at this level. This can include video cassette recorders, computers, video cameras, etc.

Upon Graduation: The student shall have been exposed to a variety of technologies appropriately and have the skills that enable him/her to continue to use technology beyond the school environment.

Media and Technology Information Retrieval

Primary: The student shall show that information can be delivered by a variety of technologies (for example, videos, audio cassettes, computer programs).

Intermediate: The student shall be able to request information in a variety of formats and technologies and select formats appropriate for his/her learning style.

Upon Graduation: The student shall have the opportunity to select material in a variety of formats, delivered by a variety of technologies.

Productions for Creative Expression Skills

Primary: The student shall produce works, drawing from the resources he/she used, that expresses him/herself creatively.

Intermediate: The student shall use materials and resources, including but not limited to media related equipment, to make a product that expresses his/her ideas creatively.

Upon Graduation: The student shall continue to use materials, resources, technology, and equipment to express his/her ideas creatively.

Library Media Appreciation Learner Goals

Library Citizenship

Primary: The student shall demonstrate good library media citizenship, such as caring for and returning materials, and expressing a sense of ownership for his/her school library media center.

Intermediate: The student shall be aware of the types of libraries and other sources of information in the community.

Upon Graduation: The student shall be aware of the types of libraries and other sources of information in a free society and can identify community resources and access information.

Literature Appreciation
Recreational Reading

Primary: The student shall identify favorite books, authors and illustrators to meet recreational and informational needs.

Intermediate: The student shall identify favorite types of literature, authors, titles, illustrators and award winning books to meet recreational and informational needs.

Upon Graduation: The student shall exhibit an appreciation and understanding of literature for lifelong learning and enjoyment.

Media Use Skills

Primary: The student shall demonstrate behaviors appropriate to the appreciation of a media performance, such as watching and listening attentively and being able to discuss the presentation.

Intermediate: The student shall be able to extract information from media presentations and incorporate that information into oral and written work.

Upon Graduation: The student shall display discrimination in the selection and use of print and nonprint materials, incorporating the information into oral and written work, and evaluating the effectiveness of the medium as it conveys a message.

Legal and Ethical Use of Materials Skills

Primary: The student shall understand that a variety of people, such as authors, illustrators, and publishers, are involved in the creation and production of books and other media.

Intermediate: The student shall understand that the people who collaborate in the production of books and other media own the materials through copyright and that because of the ownership, there are restrictions on the use of that material.

Upon Graduation: The student shall understand the legal and ethical responsibilities involved in the use of media.

This Scope and Sequence was produced by the School Library Media Division of the Montana Library Association, June 18, 1992.

10 Quick Ways to Analyze Children's Books for Racism and Sexism

The Council on Interracial Books for Children
1841 Broadway
New York, New York 10023

Both in school and out, young children are exposed to racist and sexist attitudes. These attitudes—expressed over and over in books and in other media—gradually distort their perceptions until stereotypes and myths about minorities and women are accepted as reality. It is difficult for a librarian or teacher to convince children to question society's attitudes. But if a child can be shown how to detect racism and sexism in a book, the child can proceed to transfer the perception to wider areas. The following ten guidelines are offered as a starting point in evaluating children's books from this perspective.

1. Check the Illustrations

Look for Stereotypes. A stereotype is an over-simplified generalization about a particular group, race or sex, which usually carries derogatory implications. Some infamous (overt) stereotypes of blacks are the happy-go-lucky, watermelon-eating Sambo and the fat, eye-rolling "mammy"; of Chicanos, the sombrero-wearing peon or fiesta-loving, macho bandito; of Asian Americans, the inscrutable, slant-eyed "Oriental"; of Native Americans, the naked savage or "primitive brave" and his "squaw"; of Puerto Ricans, the switchblade-toting teenage gang member; of women, the completely domesticated mother, the demure, doll-loving little girl or the wicked stepmother. While you may not always find stereotypes in the blatant forms described, look for variations which in any way demean or ridicule characters because of their race or sex.

Look for Tokenism. If there are racial minority characters in the illustrations, do they look just like whites except for being tinted or colored in? Do all minority faces look stereotypically alike, or are they depicted as genuine individuals with distinctive features?

Who's Doing What? Do the illustrations depict minorities in subservient and passive roles or in leadership and action roles? Are males the active "doers" and females the inactive observers?

2. Check the Story Line

Liberation movements have led publishers to weed out many insulting passages, particularly from stories with Black themes and from books depicting female characters; however, racist and sexist attitudes still find expression in less obvious ways. The following checklist suggests some of the subtle (covert) forms of bias to watch for.

Standards for Success. Does it take "white" behavior standards for a minority person to "get ahead"? Is "making it" in the dominant white society projected as the only ideal? To gain acceptance and approval, do persons of color have to exhibit extraordinary qualities—excel in sports, get As, etc.? In friendships between white and non-white children, is it the child of color who does most of the understanding and forgiving?

Resolution of Problems. How are problems presented, conceived and resolved in the story? Are minority people considered to be "the problem"? Are the oppressions faced by minorities and women represented as related to social injustice? Are the reasons for poverty and oppression explained, or are they accepted as inevitable? Does the story line encourage passive acceptance or active resistance? Is a particular problem that is faced by a racial minority person or a female resolved through the benevolent intervention of a white person or a male?

Role of Women. Are the achievements of girls and women based on their own initiative and intelligence, or are they due to their good looks or to their relationship with boys? Are sex roles incidental or critical to characterization and plot? Could the same story be told if the sex roles were reversed?

3. Look at the Lifestyles

Are minority persons and their setting depicted in such a way that they contrast unfavorably with the unstated norm of white middle-class suburbia? If the minority group in question is depicted as "different," are negative value judgments implied? Are minorities depicted exclusively in ghettos, barrios or migrant camps? If the illustrations and text attempt to depict another culture, do they go beyond over-simplifications and offer genuine insights into another lifestyle? Look for inaccuracy

and inappropriateness in the depiction of other cultures. Watch for instances of the "quaint-natives-in-costume" syndrome (most noticeable in areas like clothing and custom, but extending to behavior and personality traits as well).

4. Weigh the Relationships Between People

- Do the whites in the story possess the power, take the leadership, and make the important decisions? Do racial minorities and females of all races function in essentially supporting roles?
- How are family relationships depicted? In Black families, is the mother always dominant? In Hispanic families, are there always lots of children? If the family is separated, are societal conditions—unemployment, poverty, for example—cited among the reasons for the separation?

5. Note the Heroes

For many years, books showed only "safe" minority heroes—those who avoided serious conflict with the white establishment of their time. Minority groups today are insisting on the right to define their own heroes (of both sexes) based on their own concepts and struggles for justice.

When minority heroes do appear, are they admired for the same qualities that have made white heroes famous or because what they have done has benefited white people? Ask this question: "Whose interest is a particular hero really serving?"

6. Consider the Effect on a Child's Self-Image

- Are norms established which limit any child's aspirations and self-concept? What effect can it have on images of the color white as the ultimate in beauty, cleanliness, virtue, etc., and the color black as evil, dirty, menacing, etc.? Does the book counteract or reinforce this positive association with the color white and negative association with black?

- What happens to a girl's self-image when she reads that boys perform all of the brave and important deeds? What about a girl's self-esteem if she is not "fair" of skin and slim of body?
- In a particular story, is there one or more persons with whom a minority child can readily identify to a positive and constructive end?

7. Consider the Author's or Illustrator's Background

Analyze the biographical material on the jacket flap or the back of the book. If a story deals with a minority theme, what qualifies the author or illustrator to deal with the subject? If the author and illustrator are not members of the minority being written about, is there anything in their background that would specifically recommend them as the creators of this book?

8. Check Out the Author's Perspective

No author can be wholly objective. All authors write out of a cultural, as well as a personal context. Children's books in the past have traditionally come from authors who were white and who were members of the middle class, with one result being that a single ethnocentric perspective has dominated children's literature in the United States. With any book in question, read carefully to determine whether the direction of the author's perspective substantially weakens or strengthens the value of his/her written work. Is the perspective patriarchal or feminist? Is it solely eurocentric, or do minority cultural perspectives also receive respect?

9. Watch for Loaded Words

A word is loaded when it has insulting overtones. Examples of loaded adjectives (usually racist) are "savage," "primitive," "conniving," "lazy," "superstitious," "treacherous," "wily," "crafty," "inscrutable," "docile," and "backward."

Look for sexist language and adjectives that exclude or ridicule women. Look for use of the male pronoun to refer to both males and females. While the generic use of the word "man" was accepted in the past, its use today is outmoded. The following

examples show how sexist language can be avoided: ancestors instead of forefathers; chairperson instead of chairman; community instead of brotherhood; firefighters instead of firemen; manufactured instead of manmade; the human family instead of the family of man.

10. Look at the Copyright Date

Books on minority themes—usually hastily conceived—suddenly began appearing in the mid-1960s. There followed a growing number of "minority experience" books to meet the new market demand, but most of these were still written by the white authors, edited by white editors and published by white publishers. They therefore reflected a white point of view. Not until the early 1970s has the children's book world begun to even remotely reflect the realities of a multiracial society. The new direction resulted from the emergence of minority authors writing about their own experiences. Unfortunately, this trend has been reversing, as publishers have cut back on such books. Non-sexist books, with rare exceptions, were not published before 1973.

The copyright dates, therefore, can be a clue as to how likely the book is to be overtly racist or sexist, although a recent copyright date, of course, is no guarantee of a book's relevance or sensitivity. The copyright date only means the year the book was published. It usually takes about two years from the time a manuscript is submitted to the publisher to the time it is actually printed and put on the market. This time lag meant very little in the past, but in a time of rapid change and changing consciousness, when children's book publishing is attempting to be "relevant," it is becoming increasingly significant.

For fully detailed criteria, a book titled *Guidelines for Selecting Bias-Free Textbooks and Storybooks*, $6.95, is available at the address below. Additional copies of this pamphlet are available: 10 for $1.50 or 100 for $10; plus 10% postage. It is reprinted from the CIBC's *Bulletin* which is published eight times a year and analyzes the content of new children's books and educational materials for racism, sexism, ageism, handicapism and other anti-human values. Yearly subscriptions (8 issues) are $10 for individuals, $15 for institutions, libraries and contributing individuals. For subscriptions and a free catalog listing other teaching and training materials available, please write the CIBC, 1841 Broadway, New York, NY 10023.

Appendix C

Examples for Content

1. SQ3R Plus 70

2. Cornell Notetaking System 73

3. The "I-Search" Paper 74

Examples for Content:

Content Area Reading

Appendix C

1. The SQRRR Study Technique

Survey

1. Look over the title, subtitles, pictures and captions, introduction, summary, and maps and charts.
2. Read through to get the general idea of the material. This gives you an idea of what to expect.

Question

1. Turn the subtitle into a question.
2. The question will help you concentrate on the subject you are reading.
3. Set a purpose for studying this part of the material.
4. Work on one subtitle at a time.

Read

1. Keep the question in mind as you read the selection.
2. Read to answer the question made from the subtitle.
3. Take brief notes if it helps you to remember or understand.
4. The answers you find will be the important facts and details.

Recite

1. Go back and ask the question again. Can you answer it? If not, skim to find the answer again.
2. Reciting helps you remember what information was important.
3. Use your notes if necessary.
4. Recite the answer in your own words.

Review

1. Reread all the headings and try to remember the answer to the question made from each heading.
2. Look over your notes and recite all the major points in the selection.
3. Class discussion can also serve as a review.
4. Review periodically—once every week.

SQ3R—to be used with the social sciences, biological sciences, business, history, and home economics.

Survey	1.	Survey the headings and summaries quickly to get a notion of what major points will be covered.
Question	2.	Turn each heading into a question as you start to read that section.
Read	3.	Read the section to answer the question.
Reflect	4.	Reflect and relate your new ideas to others you already know. This gives added meaning to new and old knowledge and stimulates creative thinking.
Review	5.	After reading entire lesson, review your "outline" of understanding. Recalling and reciting what you have read fixes the information in your head.

SQ3R—to be used with literature and collateral materials.

Survey	1.	The survey step consists of thinking why the book has been assigned. Take time to think about the title, it rarely indicates them, but does introduce a mood, the setting, the principal character and/or a suggestion of a plot. The few moments spent in thought should help to develop some curiosity about the story or material.
Question	2.	Instead of asking one question at a time, the students need to keep several in mind. They could write these questions, widely spaced, on a sheet of paper, and as they read, jot down ideas that answer or pertain to them.
Read	3.	This reading step is attained by reading along to answer the questions listed.
Reflect	4.	The reflection step is relating new ideas to others they already know. The students investigate the new implications and follow-up insights.
Review	5.	The review step consists of looking over notes when finished; in addition, to be sure the answer to each question is clear (edit if necessary) and then orally recite the answers to each question without the help of the notes.

2. The Cornell Notetaking System

Preparing for notetaking

1. Preferably use a large, loose-leaf notebook.
2. Take notes on one side of the paper.
3. Draw a vertical line about three inches from the left edge of the paper.

During the notetaking session

1. Record notes in simple paragraph or outline form on the wider section of the paper.
2. Capture main ideas and supporting details, not every word.
3. Skip lines to show the end of one idea and the start of another.
4. Use abbreviations and write legibly.

After the notetaking session

1. Reread the notes as soon as possible to make additions or corrections.
2. Reduce the notes—make hints, cues, questions in the three-inch margin to make you think about the content of the notes.
3. Recite the notes by covering the wider section of the paper, reading the hints, cues, questions in the margin, and saying what the "answers" should be.
4. Reflect or think about the general content of the notes.
5. Review the notes periodically by reciting, as in Step 3. Do this at least three times a week for optimal retention of the material.

The Five Rs of Cornell:

✓ Record ✓ Reduce ✓ Recite ✓ Reflect ✓ Review

3. The "I-Search" Paper

In choosing a topic, look for something you need to find out about in your life, however large or small. You have the freedom to go after what counts to you in your life!

"I would like to know . . ."

After choosing your personal topic, think to yourself:
"What do I already know about my topic?"
"What don't I know about my topic?"
"What do I want to find out?"
"How will I go about searching for what I want to know?"
"What have I learned (after the search)?"

Here is a simple format to follow in writing about your search:

A. Statement of the topic (What did I want to know?)
B. Procedures followed (How did I find the information?)
C. Summary of findings (What did I learn?)
D. Conclusion (What will I do with this new information?)

Procedures:

1. Before starting the search, write a paragraph explaining to the reader what you think you know, what you assume, or what you imagine about your topic.

2. Test out your knowledge, or assumptions, by researching your topic thoroughly. Look in useful books, magazines, newspapers, films, tapes, etc. Take brief notes from each source. Record the bibliography information of each source you use. When possible, interview people who know something about your topic. Write about your hunt for information, telling about the steps you took to find out information. You don't need to tell everything, but highlight the happenings and facts you uncovered that were crucial to your hunt and helped you to understand your topic better. In writing this section, follow a brief organizational outline. See pages _____ in the language book for further tips.

3. After finishing the search, compare what you thought you knew or imagined with what you actually discovered. Offer some personal thoughts and draw some conclusions.

4. At the end of the report, attach a separate page with a bibliography. Use the bibliography format shown on page ____ of the language book.

5. To "Publish" your report, several steps are necessary: See pages _____.

A. Read your first draft over at least three times.
—to yourself
—to another person—ask for feedback!
—to yourself out loud
Revise or change any sections that sound strange or unclear. Think of ways to make your writing sound interesting. Make improvements in the arrangement of words, sentences, or ideas.

B. With a critical eye, thoroughly go over every letter, every word, and every sentence and paragraph. You are on a "search and destroy" mission looking for errors in capitalization, punctuation, spelling, word usage, and sentence structure. Fix all errors you spot!

C. A final copy should be written neatly in ink or done on the word processor or typewritten.
D. Consider "dressing up" your report with appropriate pictures or art work.

E. Make an attractive cover for your paper with a catchy title (and your name) displayed artistically on the front.

The bottom line is to enjoy this project and learn something in the process. One final question:

Am I proud of this work I have done?

Please share this information with your parents so that they know what project you're completing.

I will give you a scoring guide so you will know how your work will be evaluated. I will ask you to evaluate your own paper as well as that of one other student.

Your paper is due on _____. You may turn in your work earlier.

Appendix D
Assessment Models

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4. Model Collection Assessment 83

Assessment Models

1. Model Student Assessment of the Library Media Program

Assessment is an important component of an effective school. One means through which library media specialists can assess the library media program is by having students answer the following questions.

1. Does the library media specialist assist you in locating materials in the library media center?
2. Does the library media specialist help you find materials outside your school?
3. Is the library media specialist approachable?
4. Does the library media specialist teach you how to use the materials and audiovisual equipment?
5. Does the library media center have an area where you can make the materials you need for assignments or projects?
6. Do you have the opportunity to use the library media center when the need arises?
7. Is the library media center schedule flexible enough to meet your needs?
8. Does the library media center have enough books to meet your needs?
9. Does the library media center have enough reference materials to meet your needs?
10. Does the library media center have enough nonprint materials to meet your needs?
11. Does the library media center have enough magazines and newspapers to meet your needs?
12. Do you have input into the selection of library media materials?
13. Is the library media center organized so that you can find materials?
14. Is the library media center a comfortable and pleasant place?
15. Do you use the library media collection to meet your personal needs in addition to school assignments?

Suggestions or comments:

2. Model Teacher Assessment of the Library Media Program

Assessment is an important component of an effective school. Library media specialists can assess the library media program by having teachers answer the following questions.

1. Does the library media center contain adequate materials to support the curriculum?
2. Does the library media specialist assist you in locating materials?
3. Does the library media specialist offer opportunities to preview new materials?
4. Do staff members have input into the selection of library media materials?
5. Does the library media specialist regularly inform the educational staff about new additions to the collection?
6. Does the library media specialist assist in the creation of instructional materials?
7. Does the library media specialist provide formal and informal inservice on the use of the library media center?
8. Does the library media specialist provide professional services such as creating bibliographies, placing materials on reserve, and acting as a clearinghouse for relevant information?
9. Is the library media specialist part of the curriculum development process?
10. Does the library media specialist participate in collaborative planning?
11. Does the library media center meet the needs of students from all ability levels?
12. Do the library media center hours accommodate instructional staff needs?
13. Is the library media specialist approachable?
14. Is the library media center a comfortable and pleasant place?

Suggestions or comments:

3. Assessment of the Building Level Library Media Program

This questionnaire is based upon the 1988 publication, *Information Power: Guidelines for School Library Media Programs,* by the American Library Association of School Librarians and the Association of Educational Communications and Technology.

Data gathered through this assessment will be compiled and collectively reported.

Position(s) of person(s) completing this report—Please check appropriate box(es).

☐ Principal ☐ Teacher ☐ Library Media Specialist

☐ Board Member ☐ PTA Member ☐ Other (please specify)_____

This is a building-level checklist. If you represent more than one specific school, please answer from the point of view of the one school with which you are most familiar.

School (name):_____ Grade levels represented:_____

Indicate number or, if uncertain, use "?"

Number of students:_____

Number of part-time library media specialists:_____

Number of full-time library media specialists:_____

Number of part-time library media center clerks:_____

Number of full-time library media center clerks:_____

	Definitely True	Mostly True	Sometimes True	Mostly Untrue	Definitely Untrue	Do Not Know
THE LIBRARY MEDIA PROGRAM						
is conducted according to clearly defined mission/goals/objectives.						
has mission/goals/objectives that are fully supported by the administration, teachers, students, and community.						
is evaluated regularly to assess effectiveness of activities.						
includes periodic reporting to document progress toward goals and objectives.						
has a budgeting process cooperatively planned by library media specialist, principal, and district media director.						
is funded sufficiently to provide for resources and personnel necessary to achieve the goals/objectives.						
is consciously and effectively promoted in the school and community by library media personnel.						
is actively promoted by the principal with teachers, students, and community.						
Comments:						
COLLECTION (RESOURCES AND EQUIPMENT)						
is selected cooperatively by media specialist and teachers to support the curriculum.						
includes materials in a verity of formats.						
includes materials to meet the needs of all learners, including the gifted, physically impaired, linguistic minorities, etc.						
is augmented by resources from outside the media center interlibrary loan and/or electronic means.						
is developed using a selection policy approved by the school board.						
reflects the school collection-development plan, which includes purchase priorities, criteria for replacement, resource sharing options with other libraries, etc.						
is organized and classified and cataloged following standardized formats.						
is acquired through the use of an automated system.						
is cataloged through the use of an automated system.						
is circulated through the use of an automated system.						

	Definitely True	Mostly True	Sometimes True	Mostly Untrue	Definitely Untrue	Do Not Know
is circulated through procedures that ensure confidentiality of borrowers.						
is made freely and easily accessible, including such policies as overnight circulation of reference and nonprint materials.						
is supplemented by a district or regional collection to support building-level information needs.						
is made available for interlibrary lending as well as borrowing according to established policies.						
Comments:						
THE LIBRARY MEDIA SPECIALIST						
assists students in the traditional/electronic methods of identifying and accessing information housed in and out of the media center.						
assists students in interpreting information.						
flexibly schedules all classes to allow the planning and delivery of resource-based instruction at the most appropriate time.						
does not allow loan restrictions or fees to impede student access to information.						
informs teachers/students/administrators of new materials/equipment services.						
instructs students in locating information.						
instructs students in evaluating information in all available formats.						
instructs students in communicating information, including media production.						
plans curricular content with teachers so that instruction in information use and communication skills is integral rather than isolated.						
provides teachers with inservice opportunities (e.g., introduction to new technologies, use and production of media, and laws regarding information).						
teaches with a variety of modes and media, thus modeling instruction techniques for faculty.						
participates regularly in school and district curriculum development and assessment.						
consults with teachers about incorporating information materials and skills into the classroom curriculum.						
Comments:						

PERSONNEL	Definitely True	Mostly True	Sometimes True	Mostly Untrue	Definitely Untrue	Do Not Know
includes at least one full-time, certified media specialist who serves as head of the media program.						
includes one or more paid, full-time technician, assistant, or clerk for each library media professional.						
is evaluated at the building level through instruments that address unique responsibilities.						
is provided leadership and coordination by a district media specialist.						
Comments:						
MEDIA PROGRAM FACILITIES						
are creatively arranged to encourage use of media and to facilitate inquiry.						
provide barrier-free learning environments for all users, including the physically handicapped.						
have flexibility to accommodate changing needs created by newer technologies.						
provide easy access that encourages frequent use.						
are located to make them readily accessible before, during, and after school hours.						
provide comfortable, efficient, safe, and aesthetically pleasing environments for all users.						
provide adequate space for independent study.						
accommodate large and small group activities.						
provide space for students to access traditional and electronic reference services.						
provide space for informal recreational reading.						
have a telephone, allowing for access to other collections.						
have electronic capabilities required to meet the needs of changing technology.						
provide for the unobtrusive security of materials and equipment.						
Comments:						

Prepared by Kathy Latrobe, Mildred Laughlin, Robert Swisher, University of Oklahoma School of Library and Information Studies; and Anne Masters, Director of Media Services, Normal Public Schools, for the Oklahoma Association of School Library Media Specialists.

4. Model Collection Assessment

In order to effectively implement the strategies presented in this model curriculum guide, an up-to-date collection available in a variety of formats is essential. These resources must be meaningful and of the highest quality. The process for determining the effectiveness of the collection can be completed in a number of ways.

User Opinions

Model user opinion surveys are a useful tool when determining user needs and interests.

Statistics

The analysis of circulation statistics can be very helpful in assessing strengths and weaknesses.

Collection Mapping

Collection mapping is an analysis process that graphically displays how the library media center collection really supports the curriculum.

Standardized Lists

The library media center collection can be compared to professionally prepared bibliographies found in both book and periodical form.

Collection assessment is most effective if a combination of the above techniques is used. These tools not only help build a collection, but help to educate users and funding authorities about the collection and its uses.

Model Collection Mapping Process

One of the most powerful tools a library media specialist can use to determine the age and assess the strenghts and weaknesses of a collection is a collection map. Collection mapping is accomplished by the following steps:

1. Divide the collection into topic or Dewey Decimal areas, such as the broad works that support the English curriculum or books about the former Soviet Union.

2. Divide a tally sheet into decades (i.e., 1960-69). Each book is tallied according to its copyright date.

3. Using the tally sheets, total the number of books in each Dewey/topic area.

4. Total the number of books in each decade.

5. To calculate the percentage of items for a particular subject or Dewey area by decades:

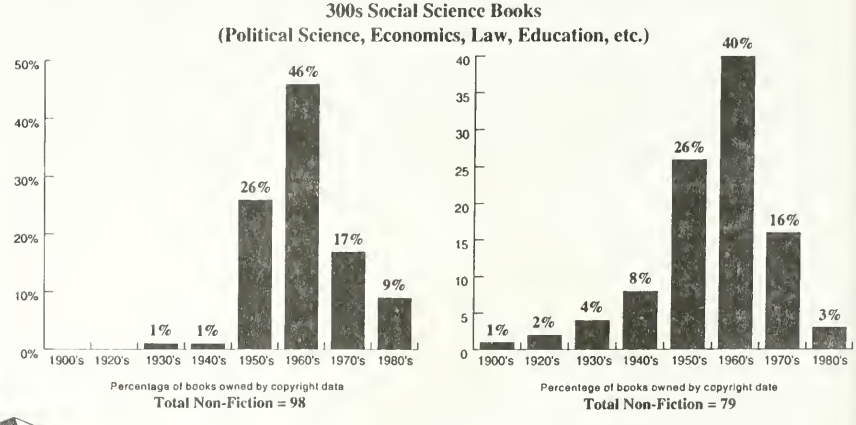
   Total # books in decade divided by **Total # books in Dewey/subject area**

6. Graph the information:

   Percent information = x axis

   Decades = y axis

Bar graphs are most effective in visually communicating data obtained from collection mapping. To further enhance the project, design a graphic of a selected Dewey area and transpose that information over the bar graph. The completed image is a powerful but simple device to communicate the strengths and weaknesses of a collection.



Model Library Media Center Collection Mapping

Dewey Number 800s

1992 ///

1991 /////

1990 ///// ///// /

1989 //

1988 ///

1987 /////

1986

1985 ///// ///// ////

1984

1983 ///// ///// ///

1982 /

1981 /////

1980 ///// ///// ///

(Continue the year list for the 1970s, 60s, 50s, 40s, 30s, 20s, 10s, 00s, 1890s)

Total books this Dewey number _____

Divide the total of tick marks from each decade by the total books from the Dewey number to figure a percent by decade for the individual Dewey number.

Appendix E
Model Lessons

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Model Lessons

Turtles

This model lesson was designed for a primary class. A student in the kindergarten class comes in with the question—Why does a turtle have a shell? This lesson can be adapted to any grade level.

Purpose: Students will be able to determine why a turtle has a shell.

Procedure: Working together, the teacher and students answer the question using the Big Six Skills.

Task Definition

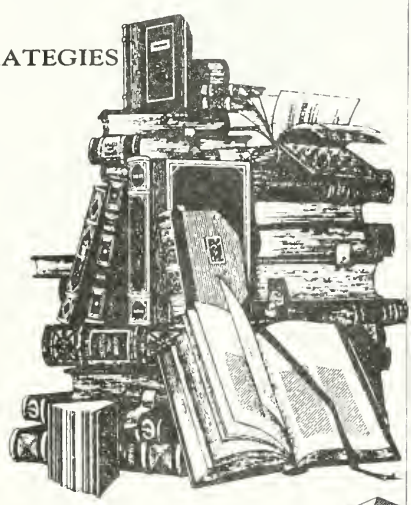
1. What is the problem to be solved?
   Importance of turtle shells

2. What information is needed in order to solve the problem?
   Brainstorm

Information Seeking Strategies

1. What are all possible sources?
   Books
   Magazines
   Videos
   Filmstrips

2. What are the best sources?
   Ability to understand



Location and Access

1. Where are the sources?
   - Location of books in library
   - Location of books in classroom
2. Where is the information within each source?
   - Look for pictures in magazines and books
   - Look for word "turtle" on pictures

Use of Information

1. What information does the source provide?
   - Students determine if information answers question
   - Teacher reads

2. What specific information is worth applying to the task?
   - Materials applicable
   - Teacher records information

Synthesis

1. How does information fit together?
   - Storyboard

2. How is information best presented?
   - Collabrative book written by students and teacher with pictures

Evaluation

1. Was the problem solved?
   - Objective met

2. Was the process effective?
   - Questions arise: what other animals carry their homes with them?
   - Repeat process

3. Was the product appropriate to task?
   - Question was answered

Young Readers' Choice Award (YRCA)

The Young Readers' Choice Award is sponsored by the Pacific Northwest Library Association (PNLA). Students in grades 4 through 8 choose their favorite book from a list provided by the PNLA. Students in grades 9 through 12 choose from another list.

Students in Montana, Idaho, Washington, Oregon, British Columbia, and Alaska may vote. This model could be used for the Montana Treasure Award for grades Kindergarten through 3. Voting takes place March 15 of each year.

Purpose: Students will read from the nominated book list in order to be exposed to popular literature chosen by their peers.

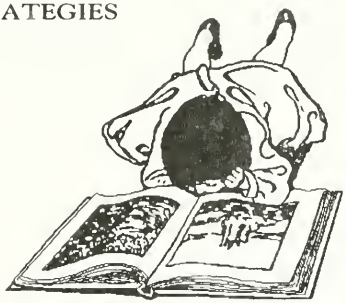
Procedure: Students will devise a promotional aid for their favorite YRCA book.

Task Definition

1. What is the problem to be solved?
   - Students read YRCA books (at least 2)
   - Choose favorite YRCA book
   - Devise promotional aid

2. What information is needed in order to solve the problem?
   - Brainstorm ideas or ways to promote books

Information Seeking strategies



1. What are all possible sources?
   - Card catalog
   - Videos
   - Book jackets
   - Poster

2. What are the best sources?
   - Practicality
   - Availability
   - Accessibility

Location and Access

1. Where are the sources?
   - Library
   - Book stores
   - Teachers
   - Peers

2. Where is the information within each source?
    - Card catalog
    - Index
    - Jacket blurb
    - Video
    - On-line

Use of Information

1. What information does the source provide?
    - Story
    - Facts
    - Author techniques
    - Format

2. What specific information is worth applying to the task?
    - Author background
    - Setting
    - Theme
    - Gender equity
    - Multicultural

Synthesis

1. How does information fit together?
    - Perspective of reader
    - Time frame
    - Characterization
    - Relevancy of theme/plot/setting
    - Genre

2. How is information best presented?
    - Video
    - Posters
    - Book jackets
    - Synopsis
    - Book talks

Evaluation

1. Was the problem solved?
    - Promotional aid was produced

2. Was the process effective?
    - Goals were met

3. Was the product appropriate to task?
    - Students' productions were used by other students
    - Students read selected books
    - Assignments satisfy personal interests

Homesteads

The model lesson on Homesteads was taken from the Communication Arts Curriculum Model (Integration p. 10).This model was gauged for a sophomore English Class. This lesson can be applied to the Big Six Skills Process the following way:

Purpose: By the end of the semester, students will produce a magazine documenting the location and history of local homestead sites.

Procedure: Students research local homestead sites through the Big Six Skills Process, guided by their teacher.

Task Definition

1. What is the problem to be solved?
   Location and history of local homesites

2. What information is needed in order to solve the problem?
   Brainstorming
   Clustering
   Webbing
   Outlining

Information Seeking Strategies

1. What are all possible sources of information?
   Public Library
   Library Media Center
   Interview
   Newspapers
   County documents
   Cemetery
   Historical society
   Local histories

2. What are the best of all the possibilities?
   Evaluate sources for:
   Practicality
   Availability
   Accessibility

Location and Access

1. Where are these sources?
   Card catalog
   On-line search
   County courthouse
   Community members
   Newspaper department

2. Where is the information within each source?
    - Scan information
    - Use index
    - Interviews

Use of Information

1. What information does the source provide?
    - Review information
    - Read critically
    - Analyze sources
    - Authenticity
    - Artifacts

2. What specific information is worth applying to the task?
    - Photography
    - Record Information
    - Summarize

Synthesis

1. How does the information from all sources fit together?
    - Compile
    - Weed
    - Logical sequence

2. How is the information best presented?
    - Written
    - Photographs
    - Video

Evaluation

1. Was the problem solved?
    - Components covered
    - Objectives met

2. Was the process effective?
    - Goals met

3. Was the product appropriate to the task?
    - Teacher evaluation
    - Self-evaluation
    - Acceptance by community

American Indian Myths

This model lesson was designed for the secondary level. It can be incorporated into the Communication Arts or Social Studies curriculum.

Purpose: Students will be able to study, analyze and compare Native American Indian myths from different tribes or culture areas.

Procedure: After researching various Native American myths, students will select two tribes or culture areas and write a comparison/contrast paper on a creation myth from each.

Task Definition

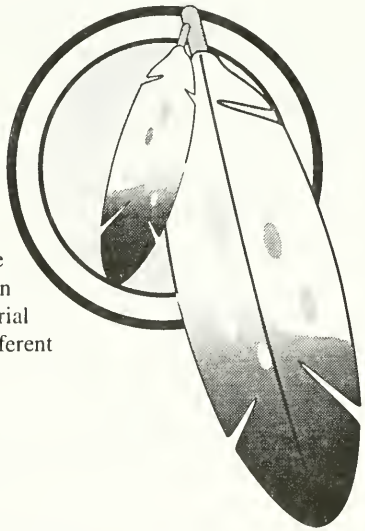
1. What is the problem to be solved?
   Why do different Indian tribes have their own creation myths?
   Why did creation myths evolve?

2. What information is needed in order to solve the problem?
   Formulate ideas as to various sources

Information Seeking Strategies

1. What are all possible sources?
   Library media center resources
   Local public library
   Resource people
   Interlibrary loan
   Videos, flimstrips,etc.

2. What are the best sources?
   Decide which reference sources are likely to provide unbiased information
   Decide what print and nonprint material can and should be used to find different myths



Location and Access

1. Where are the sources?
   Reference/nonfiction section
   Consider children's section and picture books
   Periodical articles (use Reader's Guide)
   Contact resource people
   Specialized libraries
   Tribal libraries

2. Where is the information within each source?
   Locate specific books on myths
   Request a periodical
   Personal interviews

Use of Information

1. What information does the source provide?
   Skim material and outline major points
   View selected media on myths and outline major points
   Record information

2. What specific information is worth applying to the task?
   Use the index to locate specific tribes and myths
   Narrow sources to two different tribal myths
   Read critically for bias, accuracy and stereotypes

Synthesis

1. How does information fit together?
   Sort material
   Look for different points of view
   Compile sources
   Record similarities and differences between the two myths

2. How is information best presented?
   Write a comparison/contrast paper

Evaluation

1. Was the problem solved?
   Determine whether the paper met the requirements of comparison/contrast

2. Was the process effective?
   Determine whether steps were followed sequentially
   Look for areas to improve next time

3. Was the product appropriate to the task?
   Teacher evaluation
   Self-evaluation
   Student used higher-level thinking skills
   Student gained new cultural knowledge and insight

4. Were the resources appropriate for the task?
   Evaluate whether the material available was unbiased and free of stereotypes and generalizations
   Consider whether resource people and authors/producers were qualified to produce source

Bicycles

The Office of Public Instruction now has a Bicycle/Pedestrian Safety Program. Specific information can be requested from Mary Cheryl Larango at 444-0516.

This model was developed with information obtained from the Office of Public Instruction. The model was also developed with cross-curricular activities intended. Possible content areas are: MATH, SCIENCE, SOCIAL STUDIES, CIVICS, LANGUAGE ARTS, MUSIC, ART, HEALTH AND PHYSICAL EDUCATION.

Purpose: Students will learn bicycle safety in order to participate in a bicycle rodeo during National Bicycle Safety Week.

Procedure: Students research bicycle safety.

Task Definition

1. What is the problem to be solved?
   Learn about bicycle safety

2. What information is needed in order to solve the problem?
   Brainstorm
   Cluster
   Web (see example)

Information Seeking Strategies

1. What are all possible sources of information?
   Library Media Center
   Government agencies
   Traffic and Safety Department
   Law Enforcement
   Bike shops
   Local Bike Clubs
   Public Library
   American Bicycle Association

2. What are the best of all the possibilities?
   Evaluate resources for:
   Practicality
   Availability

Location and Access

1. Where are these sources?
    - Write letters
    - Interviews
    - On-line search
    - Card catalog
    - Reader's Guide to Periodical Literature

2. Where is the information within each source?
    - Scan information
    - Use table of contents
    - Use index

Use of Information

1. What information does the source provide?
    - Review information
    - Read critically
    - Bias
    - Analyze sources

2. What specific information is worth applying to the task?
    - Record information
    - Summarize

Synthesis

1. How does the information from all sources fit together?
    - Logical sequence
    - Proofread

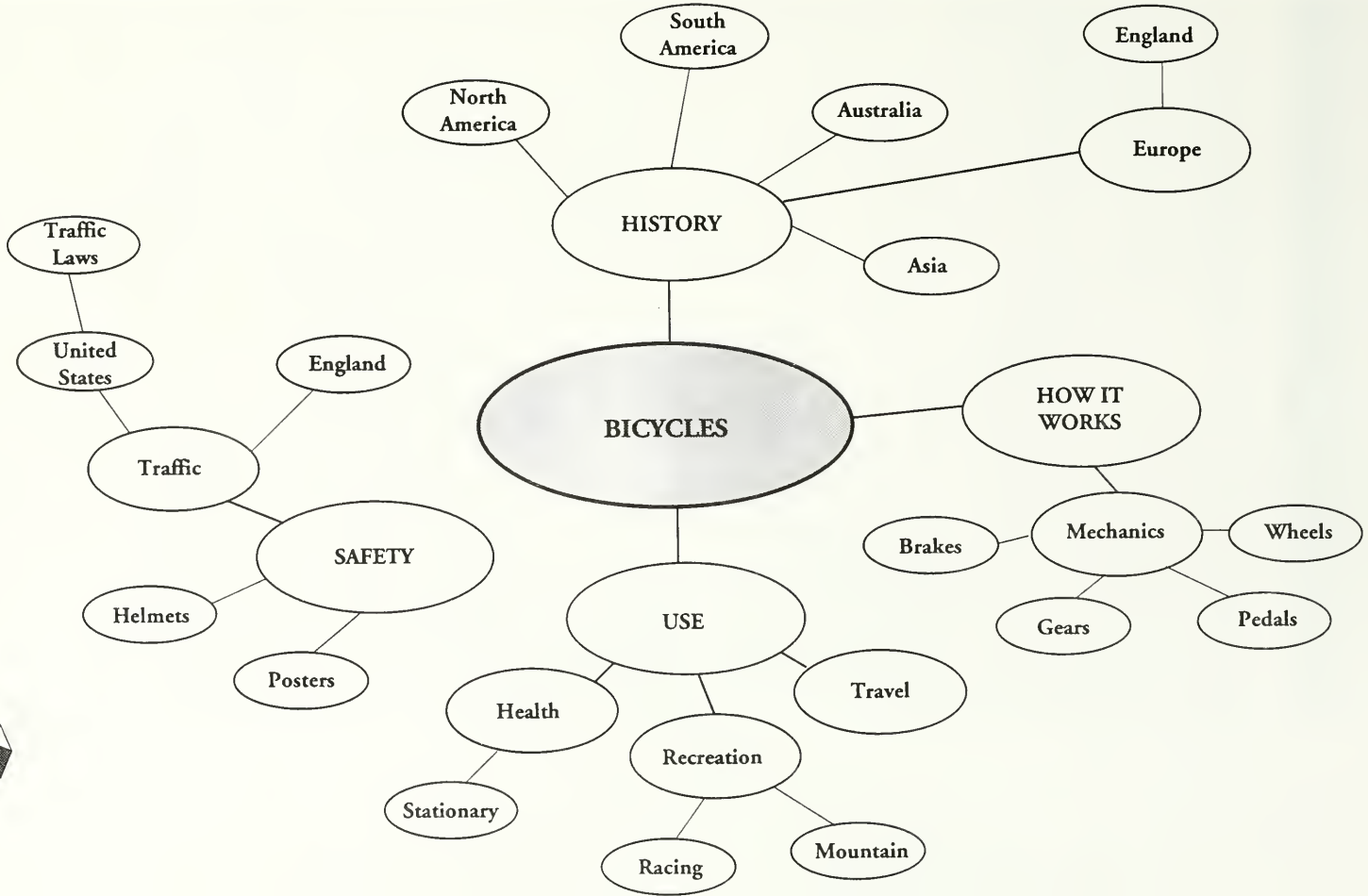
2. How is the information best presented?
    - Visual
    - Written
    - Oral

Evaluation

1. Was the problem solved?
    - Objectives met
    - Components covered

2. Was the process effective?
    - Goals met

3. Was the product appropriate to the task?
    - Teacher evaluation
    - Self-evaluation
    - Rodeo was a success for participants


South America
England
North America
Australia
Europe
HISTORY
Asia
Traffic Laws
United States
England
Traffic
BICYCLES
HOW IT WORKS
SAFETY
Brakes
Mechanics
Wheels
Helmets
Gears
Pedals
Posters
USE
Health
Travel
Recreation
Stationary
Racing
Mountain

Collaborative Planning Guide for Bicycles

Teacher: *Miss Viola Swamp*

Subject/Grade Level: *Elementary*

Number of Students: *Classroom*

Starting Time:_____ Completion Time:_____

Unit Goals: Students will learn bicycle safety in order to participate in a bicycle rodeo during National Bicycle Safety Week.

Teacher's Responsibilities:
- Music—teach song Bicycle Built for Two
- Math—distance/mph
- Social Studies—history of bicycle
- Civics—traffic laws
- Language Arts—letters/interviews
- Art—student-made posters for rodeo
- Health—bicycle safety
- Physical Education—bicycle riding
- Notetaking

Library Media Specialists Responsibilities:
- Card Catalog
- Reader's Guide to Periodical Literature
- Assist in locating information
- On-line searches
- Notetaking

Content Area Objectives:
- Music—Students will learn a song about bicycles.
- Math—Students will learn to calculate time/mph.
- Science—Students will learn about bicycle gears.
- Social Studies—Students will study history of bicycle.
- Civics—Students will learn traffic laws for bicycles.
- Language Arts—Students will learn letter writing skills and how to interview.
- Art—Students will make posters promoting the bicycle rodeo.
- Health—Students will learn and report on bicycle safety.
- Physical Education—Students will practice safe bicycle riding.

Information Skills Objectives:
- Students will use the card catalog.
- Students will use the Reader's Guide.
- Students will locate materials in the library.
- Students will use on-line searches
- Students will take notes.

Evaluation:

Recognizing Sexism in the Media

This model was developed to give an example of a lesson on how to identify and recognize sexism in media advertising.

Purpose: Students will learn to recognize forms of sexism and apply these forms to print and nonprint advertising.

Procedure: Students learn to recognize different forms of advertising. Students will relate knowledge of bias to everyday viewing.

Task Definition

1. What is the problem to be solved?
   Detecting bias in media

2. What information is needed in order to solve the problem?
   Five forms of sexist advertising
   Brainstorm how bias is used in media

Information Seeking Strategies

1. What are all possible sources of information?
   Bias handout
   Library media center
   Public library
   Local radio and television stations
   Magazines

2. What are the best of all the possibilites?
   Evaluate resources for:
   Practicality
   Availability
   Relevancy to topic

Location and Access

1. Where are these sources?
   Review library materials
   View sample commercials

2. Where is the information within each source?
    In the handout
    In the library materials
    In the advertising

Use of Information

1. What information does the source provide?
    View critically
    Recognize fact vs. opinion vs. value claims
    Determine accuracy of facts
    Distinguish bias from reason

2. What specific information is worth applying to the task?
    Bias
    Accurate
    Critical viewing

Synthesis

1. How does the information from all sources fit together?
    Sort
    Compile

2. How is the information best presented?
    Class discussion based on individual viewing

Evaluate

1. Was the problem solved?
    Student demonstrated ability to recognize bias

2. Was the process effective?
    Learned forms of bias
    Viewed advertisements critically
    Demonstrated critical-thinking skills
    Evaluated how to improve process

3. Was the product appropriate to the task?
    Recognized examples of bias in advertising
    Transferred acquired knowledge to everyday life

Library and Information Skills Curriculum

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